

ACRONYMS

ANA	Annual National Assessment
APIP	Academic Performance Improvement Plan
CAPS	Curriculum and Assessment Policy Statements
CASS	Continuous Assessment
CPTD	Continuous Professional Teacher Development
DoE	Department of Basic Education
FET	Further Education Training
GET	General Education Training
HOD	Head of Department
ICT	Information and Communication Technology
IEP	Integrated Education Programme
INTERSEN	Intermediate and Senior Phase
IL	Instructional Leadership
IQMS	Integrated Quality Management System
LTSM	Learning and Teaching Support Materials
NCS	National Curriculum Statement
NPA	National Protocol for Assessment
NPPPR	National Policy Pertaining to the Programme and Promotion Requirements
OBA	Outcomes-Based Assessment
OBE	Outcomes-Based Education
PAM	Personnel Administrative Measures

QLTC	Quality Learning and Teaching Campaign
RCL	Representative Council of Learners
REC	Research Ethics Committee
RNCS	Revised National Curriculum Statement
SACE	South African Council of Educators
SA-SAMS	South African School Administration and Management System
SBA	School Based Assessment
SBST	School Based Support Team
SDP	School Development Plan
SDT	School Development Team
SES	Senior Education Specialist
SGB	School Governing Body
SIP	School Improvement Plan
SMT	School Management Team
SWOT	Strengths Weaknesses Opportunities and Threats
T&L	Teaching and Learning
UNISA	University of South Africa

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT	v
KEYWORDS	vi
ACRONYMS	vii
LIST OF TABLES	xviii
LIST OF FIGURES	xix

CHAPTER ONE: ORIENTATION AND BACKGROUND OF THE STUDY

1.1 INTRODUCTION-----	1
1.2 BACKGROUND TO THE STUDY-----	3
1.3 STATEMENT OF THE PROBLEM-----	9
1.3.1 The main research question-----	10
1.3.2 The sub-questions-----	10
1.4 AIM AND OBJECTIVES OF THE STUDY-----	10
1.4.1 Aim-----	10
1.4.2 Objectives-----	11
1.5 DELIMITATIONS OF THE STUDY-----	11
1.6 THEORETICAL FRAMEWORK-----	12
1.7 RESEARCH DESIGN AND METHODOLOGY-----	13
1.7.1 Qualitative research approach-----	14
1.7.2 Research methods-----	15
1.7.2.1 Literature study-----	15
1.7.2.2 Individual interviews-----	16
1.7.2.3 Focus group interviews-----	16

1.7.2.4 Non-participant observation-----	16
1.7.2.5 Documents analysis-----	17
1.7.3 Sampling-----	17
1.7.4 Data analysis methods-----	18
1.7.5 Triangulation-----	19
1.8 TRUSTWORTHINESS-----	19
1.8.1 Credibility-----	20
1.8.2 Transferability-----	20
1.8.3 Dependability-----	20
1.8.4 Confirmability-----	21
1.9 ETHICAL CONSIDERATIONS-----	21
1.9.1 Informed consent and permission-----	22
1.9.2 Privacy, confidentiality, and anonymity-----	22
1.9.3 Ethical Clearance-----	23
1.10 DEFINITION OF KEY CONCEPTS-----	23
1.10.1 Management-----	23
1.10.2 Curriculum-----	24
1.10.3 Curriculum implementation-----	26
1.10.4 Quality Education-----	27
1.10.5 School Management Team-----	28
1.11 ORGANISATION OF THE THESIS-----	28
1.12 SUMMARY-----	29

CHAPTER TWO: THEORETICAL FRAMEWORK THAT RELATES TO CURRICULUM MANAGEMENT IN SCHOOLS

2.1 INTRODUCTION-----	31
2.2 WHAT IS CURRICULUM MANAGEMENT?-----	32
2.3 WHAT IS LEADERSHIP?-----	33
2.4 INSTRUCTIONAL LEADERSHIP-----	35
2.5 MODELS OF INSTRUCTIONAL LEADERSHIP-----	36
2.5.1 Hallinger and Murphy's Model (1985)-----	36
2.5.2 Murphy's Model (1990)-----	38

2.5.3	Weber's Model (1996)-----	40
2.5.4	Robinson, Lloyd and Rowe's Model (2008)-----	43
2.5.5	Poff and Parks' Model (2010)-----	45
2.5.6	Sharma's Model (2012)-----	47
2.6	BASIC FUNCTIONS OF INSTRUCTIONAL LEADERSHIP----	48
2.7	EFFECTIVE INSTRUCTIONAL LEADERS-----	50
2.7.1	Qualities of effective instructional leaders-----	50
2.7.2	Checklist of effective instructional leaders-----	53
2.8	WHAT IS MANAGEMENT?-----	54
2.9	MANAGEMENT AREAS OF THE SCHOOL-----	56
2.10	MANAGEMENT-LEADERSHIP TASKS-----	57
2.10.1	Planning-----	58
2.10.1.1	Strategic planning-----	60
2.10.1.2	Operational planning-----	62
2.10.2	Organising-----	63
2.10.3	Leading or directing-----	64
2.10.4	Controlling or evaluating-----	65
2.11	CURRICULUM PLANNING-----	66
2.12	NOTIONS OF LEADERSHIP AND MANAGEMENT-----	68
2.13	SUMMARY-----	70

CHAPTER THREE: LITERATURE REVIEW

3.1	INTRODUCTION-----	71
3.2	REASONS FOR REVIEWING RELATED LITERATURE-----	72
3.3	GENERAL CURRICULUM AIMS IN SOUTH AFRICA-----	74
3.4	THE ROLES OF PRINCIPALS AS INSTRUCTIONAL LEADERS -----	76
3.4.1	Creating a favourable educational environment-----	77
3.4.2	Planning for curriculum implementation-----	78
3.4.3	Organising teaching workloads and suitable resources -----	79
3.4.4	Leading the implementation of the curriculum-----	79

3.4.5	Providing ongoing professional development-----	80
3.4.6	Supervising and evaluating curriculum implementation -----	80
3.4.7	Monitoring learner progress-----	81
3.5	THE ROLES OF SMT AS CURRICULUM MANAGERS-----	82
3.5.1	Managing the academic and administrative affairs of the school-----	82
3.5.2	Creating a conducive environment for teaching and learning -----	83
3.5.3	Monitoring teachers' and learners' performance-----	86
3.5.4	Maintaining the school assets and infrastructure-----	86
3.5.5	Providing continuous training and development of teachers-----	87
3.5.6	Compliance with the conditions of service-----	88
3.5.7	Supervising curriculum implementation-----	88
3.6	FACTORS WHICH IMPACT NEGATIVELY ON CURRICULUM IMPLEMENTATION AND MANAGEMENT-----	88
3.6.1	Teacher attitudes and insubordination-----	89
3.6.2	Lack of resources-----	89
3.6.3	Insufficient training-----	90
3.6.4	Limited content knowledge-----	90
3.6.5	Workload-----	91
3.6.6	Poor learner discipline-----	91
3.6.7	Staffing-----	91
3.6.8	Overcrowded classrooms-----	92
3.6.9	Time management-----	92
3.7	TEACHER DEVELOPMENT AND SUPPORT-----	92
3.8	INDUCTION OF NOVICE TEACHERS-----	94
3.8.1	Problems experienced by novice teachers-----	96
3.8.2	Ways of assisting novice teachers-----	98
3.9	MANAGING TEACHING AND LEARNING IN SCHOOLS-----	100
3.9.1	Curriculum policies-----	100
3.9.2	Resource allocation and management-----	101
3.9.3	School-based workshops-----	102

3.9.4 Class visits-----	102
3.9.5 Lesson planning-----	103
3.9.6 Performance-----	103
3.9.7 Parental involvement-----	104
3.10 MANAGING LEARNER ASSESSMENT-----	104
3.10.1 What is assessment?-----	105
3.10.2 The purpose of assessment-----	105
3.10.3 Types of assessment-----	105
3.10.4 Pre-moderation and post moderation-----	107
3.10.5 Promotion and progression-----	108
3.11 MONITORING, EVALUATION, AND SUPPORT-----	109
3.12 CURRICULUM MANAGEMENT PLANS AND RECORDS-----	110
3.12.1 Curriculum plans-----	110
3.12.2 Curriculum records-----	111
3.13 IMPACT OF TECHNOLOGY ON 21 ST CENTURY TEACHING AND LEARNING-----	112
3.14 SUMMARY-----	113

CHAPTER FOUR: RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION-----	114
4.2 RESEARCH PARADIGMS-----	114
4.3 QUALITATIVE RESEARCH APPROACH-----	115
4.3.1 Characteristics of a qualitative research approach---	117
4.4 RESEARCH DESIGN-----	120
4.5 RESEARCH POPULATION-----	121
4.6 SAMPLE AND SAMPLING TECHNIQUES-----	121
4.7 DATA COLLECTION INSTRUMENTS-----	123
4.8 DATA COLLECTION METHODS-----	123
4.8.1 Interviews-----	123
4.8.1.1 Individual interviews-----	124
4.8.1.2 Focus group interviews-----	125
4.8.2 Non-participant observation-----	127

4.8.3 Documents analysis-----	127
4.9 DATA ANALYSIS TECHNIQUES-----	128
4.10 ETHICAL CONSIDERATIONS-----	131
4.10.1 Informed consent and permission-----	133
4.10.2 Privacy, confidentiality, and anonymity-----	134
4.10.3 Ethical clearance-----	135
4.11 MEASURES TO ENSURE TRUSTWORTHINESS OF DATA -----	135
4.11.1 Credibility-----	136
4.11.1.1 Triangulation-----	136
4.11.1.2 Member checks-----	137
4.11.1.3 Prolonged engagement with participants-----	137
4.11.1.4 Persistent observation-----	138
4.11.1.5 Peer debriefing-----	138
4.11.2 Transferability-----	138
4.11.2.1 Purposive sampling-----	139
4.11.2.2 Thick description-----	139
4.11.3 Dependability-----	139
4.11.3.1 Audit trail-----	140
4.11.3.2 A code-recode strategy-----	140
4.11.3.3 Stepwise replication -----	141
4.11.3.4 Peer examination-----	141
4.11.4 Confirmability-----	141
4.11.4.1 Reflexive journal-----	142
4.12 SUMMARY-----	142

**CHAPTER FIVE: DATA PRESENTATION, ANALYSIS, DISCUSSION
AND INTERPRETATION**

:

5.1 INTRODUCTION-----	143
5.2 ROLES OF PRINCIPALS AS INSTRUCTIONAL LEADERS---	145
5.2.1 Creating a favourable educational environment-----	145
5.2.2 Leading curriculum implementation-----	146

5.2.3	Organising teaching workloads and relevant teaching and learning materials-----	147
5.2.4	Teacher recruitment-----	147
5.2.5	Supervising and monitoring curriculum implementation -----	148
5.2.6	Planning for curriculum implementation-----	149
5.2.7	Providing continuous professional development-----	149
5.2.8	Effective communication-----	150
5.2.9	Protecting instructional time-----	150
5.3	ROLES OF SMT AS CURRICULUM MANAGERS-----	151
5.3.1	Managing administrative affairs of the school-----	151
5.3.2	Supervising curriculum implementation-----	151
5.3.3	Controlling teachers' and learners' work-----	152
5.3.4	Monitoring and supporting teachers-----	152
5.3.5	Providing teacher development programmes-----	153
5.4	CAUSES OF HIGH FAILURE RATE IN SOUTH AFRICAN SCHOOLS -----	153
5.4.1	Education policy-----	153
5.4.2	Curriculum changes-----	154
5.4.3	Lack of proper training and curriculum management skills -----	154
5.4.4	Socioeconomic factors and lack of parental involvement- -----	156
5.4.5	Lack of proper planning-----	158
5.4.6	Language as a barrier-----	158
5.4.7	Teacher and learner commitment-----	159
5.4.8	Provisioning of LTSM-----	160
5.4.9	Teacher and learner absenteeism-----	160
5.4.10	Overcrowding in classrooms-----	161
5.4.11	Lack of discipline-----	161
5.4.12	Content coverage-----	162
5.4.13	Incompetent teachers and SMT-----	163
5.4.14	Community unrest-----	164
5.4.15	Posts provisioning-----	164

5.5	CHALLENGES SCHOOL MANAGEMENT TEAMS EXPERIENCE IN MANAGING CURRICULUM IMPLEMENTATION-----	166
5.5.1	Job description-----	166
5.5.2	Transgression of school policies-----	167
5.5.3	Lack of infrastructure-----	167
5.5.4	Time on task-----	168
5.5.5	The South African School Administration and Management System-----	168
5.6	STRATEGIES TO ENHANCE CURRICULUM IMPLEMENTATION AND LEARNERS' PERFORMANCE IN SCHOOLS-----	169
5.6.1	Staffing-----	169
5.6.2	In-service training and workshops-----	170
5.6.3	Parental involvement-----	171
5.6.4	Regular assessment-----	172
5.6.5	Extra lessons-----	173
5.6.6	Content coverage-----	173
5.6.7	Reading as a routine-----	173
5.6.8	Supporting underperforming learners-----	174
5.6.9	Teacher and learner motivation-----	174
5.6.10	Reducing teacher workload-----	176
5.6.11	Building good relationships with all stakeholders---	176
5.7	WAYS OF MANAGING CURRICULUM IMPLEMENTATION IN SCHOOLS-----	177
5.7.1	Planning for curriculum implementation-----	177
5.7.2	Curriculum policies-----	181
5.7.3	Allocating duties-----	181
5.7.4	Establishing subjects' committees-----	181
5.7.5	Monitoring lesson preparations-----	182
5.7.6	Conducting class visits-----	182
5.7.7	Utilising period registers-----	183
5.7.8	Monitoring teachers' and learners' performance-----	183
5.7.9	Managing learner assessment-----	184
5.7.9.1	Assessment policy-----	184
5.7.9.2	Assessment programme or plan-----	185

5.7.9.3	Audit of written work-----	185
5.7.9.4	Pre-moderation and post moderation-----	186
5.7.10	Providing continuous teacher development programmes -----	187
5.7.10.1	In-service training-----	188
5.7.10.2	Meetings-----	188
5.7.11	Monitoring and supporting teachers-----	189
5.7.11.1	Novice teachers-----	190
5.7.11.2	Experienced teachers-----	191
5.8	THE FINDINGS FROM NON-PARTICIPANT OBSERVATION -----	192
5.9	THE FINDINGS FROM DOCUMENTS ANALYSIS-----	194
5.9.1	Curriculum policies-----	195
5.9.2	Curriculum plans-----	196
5.9.3	Monitoring tools-----	197
5.9.4	Curriculum management meetings-----	198
5.9.5	Teachers' and learners' performance-----	198
5.10	SUMMARY-----	198

**CHAPTER SIX: SUMMARY, CONCLUSION AND
RECOMMENDATIONS**

6.1	INTRODUCTION-----	200
6.2	SUMMARY OF THE STUDY-----	200
6.3	LIMITATIONS OF THE STUDY-----	201
6.4	GENERAL CONCLUSIONS-----	202
6.5	PRINCIPALS' PERCEPTIONS ON THEIR ROLES AS INSTRUCTIONAL LEADERS-----	203
6.6	SMTs' PERCEPTIONS ON THEIR ROLES AS CURRICULUM MANAGERS-----	204
6.7	CAUSES OF HIGH FAILURE RATE IN SOUTH AFRICAN SCHOOLS-----	204

6.8 CHALLENGES IMPEDING CURRICULUM IMPLEMENTATION AND ITS MANAGEMENT-----	205
6.9 STRATEGIES TO ENHANCE CURRICULUM IMPLEMENTATION AND LEARNERS' PERFORMANCE-----	205
6.10 WAYS OF MANAGING CURRICULUM IMPLEMENTATION IN SCHOOLS-----	205
6.11 THEORETICAL FRAMEWORK TO GUIDE MANAGEMENT OF CURRICULUM IMPLEMENTATION-----	207
6.12 RECOMMENDATIONS TO IMPROVE THE MANAGEMENT OF CURRICULUM IMPLEMENTATION-----	210
6.13 RECOMMENDATIONS FOR FURTHER RESEARCH-----	211
6.14 CONCLUDING REMARKS-----	212
REFERENCES-----	214

LIST OF TABLES

Table 2.1: Leadership tasks and responsibilities (Clarke 2009) -----	34
Table 2.2: Instructional Management Framework (Hallinger and Murphy 1985) -----	37
Table 2.3: Model of Instructional Leadership (Murphy 1990) -----	39
Table 2.4: Instructional Leadership Framework (Weber 1996) -----	41
Table 2.5: Instructional Leadership Framework (Robinson et al. 2008) -----	44
Table 2.6: Essential Elements of Shared Leadership by Domain (Poff and Parks 2010) -----	46
Table 2.7: Model of Instructional Leadership (Sharma 2012) ---	48

Table 2.8: Effective Instructional Leadership Checklist (Botha 2013) -----	53
Table 3.1: Codes and descriptions for recording and reporting Grade R-12 -----	107
Table 3.2: Promotion requirements Grade R-12 -----	108
Table 6.1: Curriculum implementation management framework -----	207

LIST OF FIGURES

Figure 2.1: The education management-leadership process model (Van Deventer 2016) -----	57
Figure 2.2: Curriculum Plan – the process of development and implementation (Blandford 2006) -----	67

APPENDICES

APPENDIX A: INFORMED CONSENT-----	235
APPENDIX B: INTERVIEW SCHEDULE FOR SMTs-----	241
APPENDIX C: INTERVIEW SCHEDULE FOR PRINCIPALS-----	243
APPENDIX D: PERMISSION LETTER TO THE DISTRICT-----	245
APPENDIX E: PERMISSION LETTER TO SCHOOLS-----	247

APPENDIX F: PERMISSION LETTER FROM THE DISTRICT----- 249

APPENDIX G: DECLARATION OF PROFESSIONAL EDIT----- 250

APPENDIX H: ETHICAL CLEARANCE CERTIFICATE----- 251

CHAPTER ONE

ORIENTATION AND BACKGROUND OF THE STUDY

1.1 INTRODUCTION

This study investigated the management of curriculum implementation at selected primary schools in the Sekhukhune District of Limpopo. Effective curriculum management in schools is essential for effective teaching and learning to occur. It is documented worldwide that managing teaching and learning is one of the most critical responsibilities of school managers (Bush, Joubert, Kiggundu & Van Rooyen 2010:162). Accordingly, school managers must cultivate a culture of teaching and learning that enhances the quality of education in schools (Khuluse 2004:1). Improved learner performance and quality teaching and learning depend on the quality of sound management plans and procedures. Sound management practices can sustain quality education. Therefore, school managers are expected to focus primarily on teaching and learning because it is viewed as the major function of education (Department of Basic Education 2008:13).

The transition from apartheid education to the present education system in South Africa caused many challenges (Msila 2007:146). The introduction of Outcomes-Based Education (OBE) commonly known as Curriculum 2005 and complementary Revised National Curriculum Statements (RNCS) and the National Curriculum Statements (NCS) introduced in 2004 and 2006, created many challenges for both School Management Teams (SMTs) and the education system (Mogashoa 2013:135). The SMTs, which have a supportive role to play in creating, maintaining and facilitating quality education in schools (Khuluse 2004:1), had to change the way they implemented and managed the curriculum. They were now

compelled to familiarise themselves with the National Curriculum Statements which were introduced in 2012 (Department of Basic Education 2011a:3). The challenge was that the Department of Basic Education conducted minimal workshops for school managers and SMTs were duty-bound to refine their roles in the effective management of the implementation of the Curriculum and Assessment Policy Statements (CAPS) and to ensure that the curriculum was adhered to and implemented efficiently. The SMTs are expected to put in place systems, structures and policies to ensure the effective and efficient curriculum implementation and management in their schools.

The purpose of this qualitative study was to explore the experiences of SMTs regarding curriculum management in schools. This study sought to provide suggestions and recommendations that would hopefully improve curriculum management by SMTs. The investigation also aimed to highlight various strategies which SMTs could adopt to manage the curriculum effectively to achieve quality education. The study was also aimed at differentiating the roles of the SMTs to address the problem of role confusion regarding curriculum management as highlighted by Rakoma and Matshe (2014:443). This implies that the study was also intended to clarify the roles of principals and other SMTs in terms of managing curriculum implementation.

This study argues that increased learner performance, effective teaching and learning, quality education and high-quality discipline depend on sound management plans and practices of school managers. The study may benefit all education managers at all levels including the school, circuit, district, provincial and national since the findings may be used as a basis for formulating their managerial plans. The findings may also be incorporated in measures to improve weaknesses relating to curriculum

management in schools. The study provided a framework for curriculum management in schools which may assist SMTs to understand and effectively employ their curriculum management tasks.

1.2 BACKGROUND TO THE STUDY

South Africa experienced curriculum transformations from 1994 onwards, and these were both politically and educationally justified by the authorities (Mnguni 2013:1). Mafora and Phorabatho (2013:117) concur that the 1994 political change in South Africa ended up in unsystematic curriculum changes in schools. It became apparent that the inception of the new curriculum created problems regarding curriculum implementation nationwide. To address these challenges, the RNCS and NCS, which were aimed at streamlining and strengthening Curriculum 2005, were introduced (ibid). However, the schools continued to experience problems due to the lack of clarity, systematic implementation plan, teaching planning and support (Grobler, Moloi & Thakhordas 2016:338).

The South African democratic government embarked on the transformation of the education system immediately after the first democratic elections in 1994 (Mogashoa 2013:135). The education system was transformed, and this led to the introduction of the Outcomes Based Education (OBE) which was launched in 1997 (Department of Basic Education 2011a: iii). The new curriculum was developed and aimed at addressing the curricular diversity of the past (Msila 2007:150). Nevertheless, since the introduction of OBE, "...teachers were confronted with unfamiliar didactic challenges about teaching, learning and assessment" (Meyer, Lombard, Warnich & Wolhuter 2010: v). It is further argued that a large number of teachers experienced these challenges as stressful because they were not sufficiently prepared for this paradigm shift.

In particular, teachers experienced challenges concerning the implementation of the Outcomes-Based Assessment (OBA) and also complained about the increased workload and administrative load that OBA practices imposed. These curriculum changes also affected principals' performance as instructional leaders (Grobler, Moloi & Thakhordas 2016:340). It is evident that these challenges had severe consequences for effective teaching and learning (Meyer et al. 2010: v).

According to the view of Schollar (2008:1, 5&7), the fundamental causes of failure had to be sought in the new methods applied in the classrooms. Schollar (ibid) identified three fundamental and common misconceptions that have led to the poor learner performance crisis in schools, namely:

- The memorisation that is wholly negative and never forms part of genuine learning;
- The learners need not to be taught directly but learn through 'discovery'; and
- All learners promoted to the next grade even though they do not meet the promotion requirements.

The RNCS and NCS implementation challenges also resulted in yet another review in 2009. These curriculum implementation challenges in South Africa increased poor learner performance (Meyer et al. 2010:168). The increased challenges led to the introduction of The National Curriculum Statements Grades R- 12. In 2011, the two National Curriculum Statements for Grades R-9 and Grades 10-12 were combined into a single document. This document is now known as The National Curriculum Statements (NCS) Grades R-12. NCS was aimed at providing a more precise specification of what is to be taught and learned on a term-by-term basis (Department of Basic Education 2011a: iii). The NCS was, therefore, re-packaged into one document for Grades R-12

regarding the General Education Training (GET) and Further Education Training (FET) bands. It made content more specific for each grade.

The National Curriculum Statements Grades R-12 represents a policy statement for learning and teaching in South African schools and comprises the following:

- Curriculum and Assessment Policy Statements (CAPS) for all approved subjects;
- National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12 (NPPPR); and
- National Protocol for Assessment (NPA) Grades R-12.

It is evident that since the education system transformation in 1994, there has been a multitude of challenges relating to curriculum implementation. The real challenge facing teachers is how to implement educational practices that are sound to make significant differences in the lives of all South African learners (Meyer et al. 2010:168). The researcher's experience as a principal of a primary school corresponds with an early view expressed by the Department of Basic Education (2003:405) that South African schools are battling to provide quality education required for the holistic development of learners. According to the researcher, it is essential that SMTs are kept abreast of the changes in the curriculum to curb the mistakes of the past and consequently improve learner performance. The implementation of CAPS needs to be carefully monitored and supported. This implies that SMTs are expected to organise school-based workshops whereby they may lead and guide teachers about the relevant content and approaches to implementing the curriculum in classrooms (Mafora & Phorabatho 2013:119). It is crucial for SMTs to support teachers and work collaboratively with them to influence and improve learner

performance in schools. It has to be borne in mind that management is vital for the transformation of schools so that effective teaching and learning can prevail (Msila 2011:437).

Coleman, Graham-Jolly and Middlewood (2003:9) are of the view that before the advent of the social and political change in 1994, managing the curriculum at schools was mostly concerned with time-tabling, determining teachers' workloads, monitoring of teaching and learning and learner assessment. This system did little to encourage creativity and individual initiatives in curriculum matters. Msila (2011:446) indicates that due to incisive education change, staff must display the importance of lifelong learning by engaging in ongoing self-development by using opportunities for enrichment and innovation.

SMTs have various responsibilities concerning the professional management of the school which includes managing curriculum implementation. Nwangwa and Omotere (2013:165-166) maintain that due to changes in the school system, the fundamental roles of SMTs have been expanded to include:

- The management of the academic and administrative affairs of the school. The SMTs are expected to effectively manage the school by planning and ensuring that there are sufficient teachers. They are also responsible for time-tabling, procurement of Learning and Teaching Support Materials (LTSM), and re-equipping the teachers for the teaching task;
- The monitoring of the performance of teachers and learners of the school using the National Education Policy Act, no 27 of 1996 as a guideline. Teachers are expected to contribute to the evaluation of individual professional development activities and adhere to the Staff Development Plan;

- Maintaining the assets and other infrastructures of the school;
- Externally sourcing funds from the community and alumni to improve school facilities;
- The provision of continuous training and development of the teachers and non-academic staff, particularly regarding ICT usage;
- Compliance with the conditions of service for teachers and non-academic staff set by the Department of Basic Education. SMTs are to ensure that only qualified teachers are assigned to teach in classrooms;
- The strict implementation of the curriculum in line with guidelines of the Department of Basic Education to meet specific national goals.

In a nutshell, SMTs are expected to develop, support and equip staff with knowledge and skills that may make them better implementers regarding curriculum implementation.

School principals, as members of SMTs also have the responsibility of managing educational activities within the school. Mafora and Phorabatho (2013:118-119) suggest the following core tasks of principals in managing the implementation of the changed curriculum:

- Creating a favourable educational environment;
- Planning for changed curriculum implementation;
- Organising teaching workloads and suitable resources;
- Leading the implementation of curriculum change;
- Providing ongoing professional development; and
- Evaluating curriculum change.

Bush et al. (2010:162) concur that the core purpose of the principalship is to provide leadership and management in all areas of the school to enable high-quality teaching and learning to take place to improve learner achievement. Principals function as stewards by managing and being vigilant managers in their schools (Ornstein, Pajak & Ornstein 2011:263). According to Webster (ibid) to 'manage' means "to handle, to control, to make submissive, to direct an organisation". As a supervisor, the principal acts in *loco parentis* in relation to learners, ensuring that their welfare is catered for. The principal also acts as a steward, guarding and protecting the school's vision and mission (ibid). When principals practice leadership as stewardship, they commit themselves to building, serving, caring for, and protecting the school and its purpose.

The primary purpose of curriculum management is to help ensure that all learners obtain desirable outcomes based on their education. Schools underperform due to ineffective curriculum management. Ornstein, Pajak and Ornstein (2011:305) highlight that schools that successfully reduced the decline of learner performance, often discover efficient ways to monitor learner progress and provide specialised assistance. They further argue that to address content-related problems and skill shortfalls, teachers need to make provision for extra time to address these during times when they are not assigned to teach. Adequate teaching is vital since learners must be able to use the knowledge and skills they have acquired to contribute meaningfully to society. This implies that learners need to embrace the four pillars of formal education as outlined by Dennis (2002:72) and Delors (2013:322):

- **Learning to know**

This means learning to learn to benefit from the opportunities education provides throughout life.

- **Learning to do**

This means acquiring the competence to deal with many situations and working in teams. It also means learning to do in the context of young people's various social and work experiences which may be formal or informal.

- **Learning to live together**

This means developing an understanding of other people and an appreciation of interdependence as well as a spirit of respect for the values of pluralism, mutual understanding and peace.

- **Learning to be**

This means developing one's personality and being able to act with ever greater autonomy in judgements and personal responsibility.

Democratic education enables people to participate in public life, think critically and act in a responsible manner (Msila 2007:152). According to Msila (2007:56), formal education in schools has the task of recuperating the quality of life for South Africans and freely allow them to exercise their potentials.

1.3 STATEMENT OF THE PROBLEM

Since the education transformation in 1994, curriculum management has become one of the major problems affecting many schools in South Africa. The curriculum changes effected problems in curriculum implementation and management. These problems contributed negatively to effective teaching and learning, and this has led to poor learner performance in schools. Managing

curriculum implementation in schools is, therefore, of utmost importance to anticipate quality education.

1.3.1 The main research question

The main research question which needed to be addressed was:

- To what extent are School Management Teams of primary schools in Sekhukhune District able to manage curriculum implementation?

1.3.2 The sub-questions

The sub-questions related to the primary research question were:

- What are the roles of principals as instructional leaders?
- What are the roles of the School Management Teams in terms of the effective management of curriculum implementation?
- What causes a high failure rate in schools?
- What challenges do School Management Teams experience in managing curriculum implementation?
- Which strategies can be employed to enhance curriculum implementation and learners' performance?
- How can School Management Teams effectively manage curriculum implementation?

1.4 AIM AND OBJECTIVES OF THE STUDY

1.4.1 Aim

The aim of the research was:

- To investigate how School Management Teams of primary schools in Sekhukhune District are managing curriculum implementation.

1.4.2 Objectives

The following objectives for this research were identified:

- To investigate the roles of principals as instructional leaders.
- To investigate the roles of the School Management Teams in the effective management of curriculum implementation.
- To investigate the causes of high failure rates in schools.
- To investigate the challenges that the School Management Teams experience in managing curriculum implementation.
- To investigate strategies which can be employed to enhance curriculum implementation and learners' performance.
- To explore effective ways that School Management Teams can adopt to manage curriculum implementation?

1.5 DELIMITATIONS OF THE STUDY

This study was mainly concerned with effective ways of managing curriculum implementation in primary schools. The study was conducted in five primary schools within Sekhukhune District in Limpopo Province. This district comprises five local municipalities, namely Ephraim Mogale, Elias Motswaledi, Makhuduthamaga, Fetakgomo and Greater Tubatse. Therefore, one school was selected from each municipality. The study concentrated on the views of the SMT members only. The SMT comprises the principal, deputy principal, Heads of Departments, subject heads, and senior teachers.

1.6 THEORETICAL FRAMEWORK

This study entailed curriculum management in Sekhukhune District. Instructional leadership and classical management theories were used as lenses for interpreting aspects of the management of curriculum implementation that revealed effective ways of managing curriculum implementation. The instructional leadership models and the four critical elements of management served as lenses for this study. They were planning, organising, leading and evaluating.

Instructional leadership was considered for this study because instructional leaders are directly engaged in the management of the teaching and learning process (Grobler 2013: S177). Instructional leadership may be defined narrowly as leadership that encompasses leadership tasks that are directly related to supervision and evaluation of teaching and staff development while disregarding daily management tasks of the school (Kruger 2003:246; Foo Seong 2015:6). A broad definition of instructional leadership focuses on “both managerial and instructional leadership responsibilities” (Stronge 1993:5). Moreover, Brazer and Bauer (2013:650) maintain that instructional leadership is “the effort to improve teaching and learning for learners by managing effectively, addressing the challenges of diversity, guiding teacher learning and fostering organisational learning”. Instructional leadership, therefore, describes the leadership and managerial facets of a school that directly influence learner achievement (Van der Bijl & Kruger 2016:341).

The four critical elements of management, namely; planning, organising, leading or directing and controlling or evaluating are also crucial in every management aspect within the school, including curriculum management. Van Deventer (2016:125) describes the mentioned management tasks as:

- **Planning:** This includes the setting of the vision, mission, aims and outcomes, as well as problem-solving, decision-making and policy-making initiatives.
- **Organising:** This involves implementing the plan and also includes establishing an organisational structure, delegating and coordinating.
- **Leading or directing:** This is the ability to implement the plan and inspire others so that plans are transformed into reality. This includes communication, motivation, conflict management and negotiation.
- **Controlling or evaluating:** This is the task of continuously evaluating and adjusting plans. This includes setting standards derived from planned aims, supervision, evaluating actual performance, evaluating deviations, and taking corrective action, including disciplinary measures.

Over and above, “schools are organisations within which the interactive, interrelated education management-leadership process takes place” (Van Deventer 2016:127). Therefore, a broad definition of instructional leadership which focuses on “both managerial and instructional leadership responsibilities” (Stronge 1993:5) played a critical role in this study.

1.7 RESEARCH DESIGN AND METHODOLOGY

A research design is a plan which enables the researcher to decide and communicate to others decisions regarding how they propose to conduct a study. It also informs the reader how information may be collected from participants, how participants may be selected, how the collected information is to be analysed and how findings may be communicated (Kumar 2014:123).

This study was qualitative. It, therefore, retained an emergent nature in that it remained flexible and evolved in the process (McMillan 2012:277). Furthermore, data collected in the field were used to generate a theory that explained a central phenomenon, namely that of managing curriculum implementation at selected primary schools at Sekhukhune District of the Limpopo Province (McMillan 2012:283). Research design and methodology are discussed in detail in chapter four.

1.7.1 Qualitative research approach

Qualitative research describes and analyses people's individual and collective social actions, beliefs, thoughts, and perceptions (McMillan & Schumacher 2006:315). The qualitative approach is used when the researcher aims to understand human phenomena and investigates the meaning that people give to events. It is concerned with understanding the social phenomenon from the participants' perspectives (McMillan & Schumacher 2010:323).

Babbie and Mouton (2010:270) believe that the following features must characterise qualitative research: qualitative research must be conducted in the natural setting of the participants. It must also focus on the process rather than the outcome. The emphasis must be put on the participants' views. They also emphasise in-depth information that is a rich or a "thick" description and understanding of actions and events as they naturally occur. Conversely, the main concern is to understand social action regarding its specific context or ideographic motive rather than attempting to generalise to some theoretical population. They also highlight that the qualitative research process needs to be inductive in its approach, which would allow the researcher to generate new hypotheses and theories. Lastly, the researcher is seen as the "main instrument" in the research process.

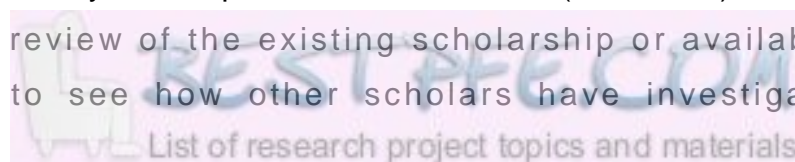
In qualitative research, researchers tend to keep field notes as they participate in the fieldwork, often in natural field settings (Mouton 2008:107). Qualitative research is interactive, face-to-face research, which requires a relatively extensive amount of time to interview, systematically observe, and record processes as they occur naturally (McMillan 2012:12). In qualitative research, the natural and subjective components of the sample are emphasised. It is for this reason that qualitative research is also referred to as naturalistic research (Bogdan & Biklen 2007:4).

1.7.2 Research methods

The qualitative researcher uses a variety of techniques for gathering information. In this study a literature study, individual interviews, focus group interviews, non-participant observation and documents analysis were employed. These research methods are discussed comprehensively in chapter four.

1.7.2.1 Literature study

The literature which was relevant to the topic was consulted using dissertations, theses, journal articles, policies and other relevant sources. These sources were consulted to acquire knowledge about curriculum implementation and management. A review of the literature was used to support the importance of the topic which was alluded to in Section 1.1 and to inform the empirical research. The qualitative review supports the purpose of the study and makes provision for a reformulation of the initial unrefined and broad questions (McMillan & Schumacher 2006:92-93). Both primary and secondary sources were consulted. These documents were studied in order to establish what other scholars had already gathered with regards to the study as stipulated in Mouton (2008:87): “You need to start with a review of the existing scholarship or available body of knowledge to see how other scholars have investigated the



research problem that you are interested in” (ibid). Moreover, a literature review needs to read as a dialogue with other researchers rather than a mere replication of other people’s writings (Silverman 2013:343).

1.7.2.2 Individual interviews

In-depth individual interviews are open-response questions to obtain data of participant meanings: how SMTs from selected primary schools conceived of their world and how they explained or made sense of the critical events in their lives (McMillan & Schumacher 2006:350; Punch 2011:168). The in-depth interviews were conducted with individual participants selected at sampled schools to gain an understanding of their life experiences about the management of curriculum implementation, as expressed in their own words (Ragin & Amoroso 2011:122).

1.7.2.3 Focus group interviews

The researcher used focus group interviews to obtain a better understanding of the leading research problem. During the focus group interviews, participants gave their views on how curriculum implementation had been managed in their schools since the inception of NCS Grades R-12 (CAPS). They also considered methods which they found useful in managing curriculum implementation. Participants were selected regarding their knowledge concerning the topic of the research (McMillan & Schumacher 2010:326) so that interaction with the group would lead to gaining meaningful data relating to the research questions.

1.7.2.4 Non-participant observation

In this study, the researcher remained an outside non-participant, observer. The observation was a way for the researcher to see and

hear what was occurring naturally in the research site (McMillan & Schumacher 2010: 350). The researcher collected data by observing relevant aspects as they occurred. The participants' body language, facial expressions and tone of their voices were observed and recorded by using field notes during interviews to assist in analysing the verbal data.

1.7.2.5 Documents analysis

“Documents are a rich source of data for social research” (Punch 2011:184). Documents are supplementary to other data collection methods, namely, interviews and observations (Bogdan & Biklen 2007:65). The documents that may be used by the researcher include: reports and minutes of the meetings, diaries and working papers (McMillan & Schumacher 2010: 361). Documents play a critical role in a qualitative study because they serve as a ‘paper trail’ (Lindlof & Taylor 2002:117). This implies that these documents would serve as evidence for future reference. For this study, documents were used to confirm data collected through individual interviews, focus group interviews and non-participant observation.

1.7.3 Sampling

Sekhukhune District is one of the districts of Limpopo Province, South Africa. This district comprises five local municipalities, namely Ephraim Mogale, Elias Motswaledi, Makhuduthamaga, Fetakgomo and Greater Tubatse. The research study was conducted within these local municipalities. Five primary schools were purposefully selected for this investigation with one from each municipality. These schools were selected according to their performance: three schools with good Annual National Assessment (ANA) results and two with poor ANA results for the past four years. The district Department of Basic Education assisted in the selection of these schools. All twenty-three SMT members of the selected

schools were targeted for this study. During the interview process, five SMT members chose not to participate in the study, and this included one principal. Understanding that this study was voluntary, those SMT members were excluded from the study. Eventually, eighteen SMT members willingly participated in the study. Sampling procedures are discussed further in chapter four.

1.7.4 Data analysis methods

Qualitative data analysis in this study involved organising, accounting for and explaining the data. In short, making sense of the data regarding participants' definitions and descriptions in terms of relevant situations, noting patterns, themes, categories and regularities (Cohen, Manion & Morrison 2008:183). This view is supported by De Vos (2003:339) who states that data analysis is the process of bringing order, structure and meaning to the mass of collected data.

McMillan and Schumacher (2010:369-378) are of the view that data analysis in qualitative research must begin with organising data. According to these researchers, the next steps of analysing data are transcribing, coding, forming categories, themes and lastly discovering patterns. In contrast to that, Creswell (2009: 185) identifies six steps for qualitative data analysis. The first step involves organising and preparing the data for analysis followed by reading through all the data. Thereafter, the researcher begins with a detailed analysis of the coding process. Fourthly, the researcher uses the coding process to generate a description of the setting or people as well as categories or themes for analysis.

Moreover, the researcher advances how the description and themes may be represented in the qualitative narrative. Lastly, the researcher makes an interpretation or meaning of the data. These data analysis phases are discussed in detail in chapter four. Both

these two sets of qualitative data analysis steps served as guidelines for this research project.

1.7.5 Triangulation

Cohen et al. (2008:141) define triangulation as the use of two or more methods of data collection in the study of an aspect related to human behaviour. In this regard, they indicate that triangular techniques attempt to map out or explain more fully, the richness and complexity of the research topic by studying it from more than one standpoint. In this way, the strength of one compensates for the weakness of another (Gay, Mills & Airasian 2011:393). Their view is complementary to that of Cohen et al. (2008:141) who consider triangulation to be a multi-method approach, which means the use of multiple methods. In this study, triangulation was achieved by applying various data collection methods, namely a literature study, interviews which were both individual and focus groups, non-participant observation and documents analysis. All these research methods were applied to address the research problem. Using different methods assisted the researcher in building an in-depth understanding of meaning.

1.8 TRUSTWORTHINESS

Trustworthiness consists of the following aspects: credibility, transferability, dependability and confirmability. According to Kumar (2014:219); and Trochim, Donnelly and Arora (2016:71) trustworthiness in a qualitative study is determined by four indicators closely related to validity and reliability. There is credibility which parallels internal validity, and transferability which parallels external validity, dependability which is close to reliability and confirmability which is next to objectivity are aspects of trustworthiness. Trochim and Donnelly (2007:149); and Trochim, Donnelly and Arora (2016:72) describe components of trustworthiness as subsequently indicated:

1.8.1 Credibility

Credibility involves “establishing that the results in qualitative research are credible or believable from the perspective of the participant in the research” according to Trochim and Donnelly (2007:149) and Trochim, Donnelly and Arora (2016:72). “As qualitative research studies explore people’s perceptions, experiences, feelings and beliefs, it is believed that the participants are the best judges of whether or not the research findings have been able to reflect their opinions and feelings accurately” (Kumar 2014:219). In this study, credibility was achieved by using triangulation, member checks, prolonged engagement with participants, persistent observations, referential adequacy and peer debriefing.

1.8.2 Transferability

Transferability refers to “the degree to which the results of qualitative research can be generalised or transferred to other contexts or settings” (Trochim & Donnelly 2007:149; Trochim, Donnelly & Arora 2016:72). The researcher used purposive sampling whereby specific and varied information is emphasised to address transferability. Transferability could be heightened by providing a ‘thick description’.

1.8.3 Dependability

Dependability is concerned with “whether we would obtain the same results if we could observe the same thing twice” (Trochim & Donnelly 2007:149; Trochim, Donnelly & Arora 2016:72). This is complementary to Bitsch’s (2005:86) view that dependability refers to “the stability of findings over time”. According to Anney (2014:278), dependability can be ensured by applying an audit trail, a code-recode strategy, stepwise replication and peer examination. Regarding qualitative research, dependability refers more to the

appropriateness of methods and the analysis of data. In this study, Anney's strategies of ensuring dependability were employed. Moreover, the dependability audit was applied whereby an independent auditor was appointed to review the research methods and findings.

1.8.4 Confirmability

Confirmability refers to "the degree to which the results could be confirmed or corroborated by others" (Trochim & Donnelly 2007:149; Trochim, Donnelly & Arora 2016:72). According to Anney (2014:279), confirmability is a criterion which ensures that the research findings were derived from the data collected. In this study, confirmability was achieved through the following techniques namely; audit trail, triangulation and reflexive journal as suggested in prior studies.

1.9 ETHICAL CONSIDERATIONS

Ethics refer to guidelines, principles and codes which are used to guide the behaviour of the researcher when conducting research (Merrill & West 2009:168). The domain of research ethics is concerned with the protection of the rights and interests of the research participants (McMillan & Schumacher 2010:117). According to McNiff (2013:113), the researcher is ethically responsible for protecting the rights and welfare of the subjects who participate in a study, which involves issues relating to physical and mental discomfort, harm and danger. Therefore, the researcher ensured that the planned research was ethically accountable, to ensure that it conformed to acceptable norms and values. The researcher also ensured the protection of the rights and welfare of the participants in this study. Additionally, the following critical aspects of research ethics were taken into account:

1.9.1 Informed consent and permission

According to Ragin and Amoroso (2011:89) researchers have to see to it that individuals are entering research studies voluntarily and are adequately informed and that they have obtained informed consent from all participants or the participants' legally authorised representatives. Furthermore, to obtain informed consent, researchers must communicate the research procedure, purposes, risks and benefits to the participants in "jargon-free" language. Also, researchers must communicate that participation is voluntary and that the participant can withdraw at any time.

The researcher obtained permission to conduct the research from the Department of Basic Education at the district level with the participants. In gaining permission, participants were given the assurance of confidentiality and anonymity and the intended use of the data. The participants were requested to complete and sign informed consent forms as proof that they had been informed of the study details.

1.9.2 Privacy, confidentiality and anonymity

The right to privacy refers to people's ability to control access to personal information (Ruane 2008:22). These rights have to be respected. Access to participants' characteristics, responses, behaviour, and personal information cannot be demanded by the researcher (McMillan & Schumacher 2010:121). To further protect participants' privacy, three practices namely anonymity, confidentiality and appropriate storing of data were employed.

The researcher ensured that information provided by participants was presented in such a manner that it did not reveal their identity as Cohen et al. (2008:64) suggested. The researcher assured the participants that their identity would remain anonymous. She further

made sure that no one accessed the collected data or the names of participants. The participants' right to privacy was respected and protected by also informing them that they had the right to refuse to take part in the research, answer any questions and terminate their participation at any time.

1.9.3 Ethical clearance

It is essential that before embarking on empirical research, the university grants ethical clearance for the anticipated research. The researcher applied for ethical clearance immediately after the literature review had been completed and the research design had been finalised. The application for ethical clearance was directed to the Research Ethics Committee (REC) of the College of Education at the University of South Africa (UNISA).

1.10 DEFINITION OF KEY CONCEPTS

A conceptual analysis concerning the concepts management, curriculum, curriculum implementation, quality education and School Management Teams are presented. These interrelated concepts are pertinent to the effective implementation of the curriculum.

1.10.1 Management

According to Joubert and Bray (2007:19), the concept management characterises the process of leading and directing all or part of an organisation, often a business, through the deployment and manipulation of resources such as human, financial, material, intellectual or intangible. In this study, management was related to handling and controlling curriculum implementation. Management was linked to how SMTs executed their task of handling and controlling curriculum implementation in schools. According to Van der Westhuizen (1991:55), management refers to a specific type of

work in education which comprises those regulative tasks or actions executed by a person or body in a position of authority, in a specific field or area of regulation, to allow formative education to take place

According to Van Deventer (2003:75) management includes organising, leading, motivating, planning, controlling and determining programmes, procedures and methods. In this study, the concept management refers to how SMTs plan, organise, control and lead the implementation of the curriculum to create quality education. Management relates to where the school is going and why, how it is going to get there and then verifying carefully to see if and when it has arrived (Davies 2009:94).

1.10.2 Curriculum

According to Coleman, Graham-Jolly and Middlewood (2003:3), curriculum refers to the formal academic programme provided by a school, as reflected in subjects on the timetable. In this sense, it refers to particular courses of instruction. Rakoma and Matshe (2014:435) describe curriculum as the subjects that the learners need to study to obtain a specific qualification. The curriculum can also be defined as the knowledge, skills, attitudes and the processes to be taught and learned at appropriate levels or areas or courses in schools.

Ross (2000:8) views the curriculum as that which needs to be learned or what is to be taught in schools. According to Bitzer and Botha (2011:60), the concept curriculum originates from Latin which can be translated as 'racetrack' or 'a course to be run'. In the educational context, 'racetrack' can be interpreted as a course of study or a metaphorical journey of learning. The curriculum deals with what is worth experiencing, doing, and being (Parkay & Hass 2000:15). Bitzer and Botha (2011:79) further define the curriculum

as a complex and contested terrain that is described in various ways based on disparate philosophical lenses through which it is viewed. When the concept curriculum is used, it is understood to denote prescribed learning programmes of schools or, more broadly, the learning opportunities provided to school learners, rather than content offered by higher education at institutions (ibid).

Olivia and Gordon II (2013:4) outline the various interpretations of the concept curriculum. According to them, its amorphous nature has given rise, over the years, to many interpretations. Depending on their philosophical beliefs, people have attached different meanings to the concept curriculum. The different meanings attached are that curriculum can be perceived as follows: that which is taught both inside and outside of school and directed by the school; a set of subjects; content; a programme of studies; a set of learning materials; a sequence of courses; and a course of study. The curriculum can also be seen as a set of performance objectives. In essence, it is everything that goes on within the school, and that which is planned by the school, including extra-class activities, guidance, and interpersonal relationships. Lastly, it can be seen as a combination of experiences undergone by individual learners within a school.

According to the preceding definitions, a curriculum can be conceived in a narrow way as subjects taught at a school or in a broad way as all experiences of learners, both in school and out, which are directed by the school (Olivia & Gordon II 2013:4).

For this study, the concept curriculum is defined as the knowledge and skills which have to be imparted to learners in a school environment. The curriculum refers to that which is taught at different specified grades and phases.

The school curriculum has specified aims which are outlined by Rakoma and Matshe (2014:442). Firstly, the school curriculum aims at providing opportunities for all learners to learn and achieve. It needs to equip learners with the essential learning skills of literacy, numeracy, information and communication technology.

Secondly, the school curriculum aims at promoting the learners' spiritual, moral, social and cultural development and preparing them for opportunities, responsibilities and experiences of life to capacitate them to contribute to the development of a just society. It ought also to prepare learners for the next step in their formal education, future training and employment, as well as equipping them to make informed choices at school and throughout their lives.

1.10.3 Curriculum implementation

Curriculum implementation can be defined as a process of putting into practice the prescribed curriculum content (Chaudhary 2015:984). In this research study, curriculum implementation refers to the process whereby teachers deliver the prescribed curriculum content as reflected in CAPS documents per subject. Teachers are the critical players in curriculum implementation because they are the ones who ensure that learners are taught and assessed as anticipated (Van der Bijl & Kruger 2016:348). Curriculum implementation involves planning, which includes developing curriculum policies (teaching and learning policy and assessment policy); and developing curriculum plans (teaching plan, lesson plan and assessment plan). This means that teachers are required to plan content, teaching methods, teaching activities and assessment techniques well in advance to allow effective delivery of the prescribed curriculum.

1.10.4 Quality education

According to Khuluse (2004:5) quality education is that which provides confidence, that education meets expectations of the marketplace, is relevant to the needs of societies and fosters the intellectual and emotional growth of learners. In this researcher's view, quality education is the type of education which serves and satisfies the needs of its society.

According to UNICEF (2000:4), quality education relates to learners who are healthy, well-nourished and ready to participate and learn, and who are supported in learning by their families and communities. It includes environments that are healthy, safe, protective and gender-sensitive, and provides adequate resources and facilities. It also involves the content of the relevant curriculum and learning materials for the acquisition of necessary skills, especially in the areas of literacy, numeracy and life skills, as well as knowledge in areas such as gender, health, nutrition, HIV/AIDS prevention and peace. Quality education must have processes through which trained teachers focus on child-centred teaching approaches in well-managed classrooms and skilful assessment to facilitate learning and reduce disparities. It also comprises outcomes that encompass knowledge, skills and attitudes which are linked to national educational goals for education geared towards positive participation in society.

In this study, quality education refers to education that provides all learners with the capabilities that they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies, and enhance individual well-being.

1.10.5 School Management Team

A School Management Team (SMT) can be defined as a leading decision-making and planning body of the school (McLaughlin, Ennis & Hernandez 2004:25). It is responsible for coordinating and aligning the activities of the school based on a comprehensive school plan to ensure consistency and equitable distribution of resources. Moreover, it is responsible for improving the curriculum and instruction, and the formulation and implementation of school policies. The SMT comprises the principal, deputy principal, Heads of Departments, subject heads, and senior teachers (Joubert & Bray 2007:20).

According to Khuluse (2004:5), the SMT can be defined as the structure in the school environment which is responsible for the proper running of the school. It is responsible for planning, organising, leading and supervising the school activities. For this study, the SMT refers to the school's management structure which is responsible for implementing the education policies of the country in their schools (Nwangwa & Omotere 2013:161). It is responsible for holistic school management using, planning, organising, leading, and controlling the school activities.

1.11 ORGANISATION OF THE THESIS

Chapter One

This chapter provides the background of the study, the problem statement, aims of the study, theoretical framework, research design and methodology, trustworthiness, ethical considerations and explanation of the central concepts.

Chapter Two

This chapter outlines the theoretical framework underpinning this study, the critical tasks of education management, namely planning, organising, leading and controlling.

Chapter Three

The chapter provides a literature review on managing curriculum implementation. It outlines what literature exposes about curriculum implementation and management, including the impact of curriculum change on learner performance.

Chapter Four

This chapter describes the research design and research methods. The research design and methodology are presented in detail and include inter alia, the selection of participants, data collection and data analysis procedures.

Chapter Five

This chapter provides a presentation of the results; and analysis, discussion and interpretation of the results.

Chapter Six

The summary, conclusion and recommendations are presented in this chapter.

1.12 SUMMARY

In this chapter, the theoretical background, clarification of fundamental concepts, and research design and methodology were

outlined. The problem statement, research questions, aims and objectives were addressed. It also contains the preliminary chapter outline. In the next chapter, the theoretical framework underpinning this study is discussed comprehensively.

CHAPTER TWO

THEORETICAL FRAMEWORK THAT RELATES TO CURRICULUM MANAGEMENT IN SCHOOLS

2.1 INTRODUCTION

In this chapter, this study's theoretical framework concerning curriculum management in Sekhukhune District is discussed. Imenda (2014:189) elucidates what a theoretical framework denotes; "a theoretical framework refers to the theory that a researcher chooses to guide him or her in his or her research. Thus, a theoretical framework is the application of a theory or a set of concepts drawn from the same theory, to offer an explanation of an event, or shed some light on a particular phenomenon or research problem". In this case, instructional leadership and classical management theories support this study. These theories assisted the researcher in collecting and presenting relevant literature concerning the management of curriculum implementation.

Cole and Kelly (2011:6) define a theory as "a well-substantiated explanation, accepted knowledge, a collection of concepts, an expectation of what needs to happen or needs to be. It is also an acceptable general principle or body of principles explaining phenomena, a particular conception or view of something to be done or of the method of doing it and a system of rules or principles" (ibid). Theories assist in explaining, predicting and understanding the phenomena under study; in this case, managing the curriculum implementation within the schools is a case in point. Thus, theories were related to ideas and views which were formulated concerning curriculum management (Botha 2013:11).

The theory of curriculum management was presented regarding relevant literature that was eventually related to effective ways of managing curriculum implementation. The instructional leadership models and the four critical elements of management served as lenses of this study which were planning, organising, leading or directing and controlling or evaluating. This was aligned to a broad definition of instructional leadership which focuses on “both managerial and instructional leadership responsibilities” (Stronge 1993:5).

The salient features of these selected instructional leadership and management theories were clarified in their relation to the study. Since this study explored how SMTs manage curriculum implementation in schools, it was imperative that paradigms that recognise the shared efforts be employed. As indicated in Chapter 1 Section 1.9.4, the SMT consists of the principal, deputy principal, Heads of Departments, subject heads and senior teachers.

In this chapter, the emphasis is placed on instructional leadership and management models which include planning, organising, leading or directing and controlling or evaluating.

2.2 WHAT IS CURRICULUM MANAGEMENT?

Oliva (2013:14) defines curriculum management as “the leadership of the core functions of teaching and learning”. According to this researcher, curriculum management involves both management functions such as planning, organising, coordinating and controlling. Curriculum management is further perceived as the leadership skills of creating and communicating a vision of the school; motivating and supporting teachers to achieve the desired goals. Curriculum management can be briefly defined as a process of ensuring that effective teaching and learning prevails daily (Singh 2014:102). Its purpose is to ensure that learners acquire the

desired educational goals. Over and above, curriculum management can be further defined as a process of managing what is taught and assessed in different grades (Masekoameng 2014:42). In this study, curriculum management also incorporates both management and leadership constructs for effective curriculum implementation.

2.3 WHAT IS LEADERSHIP?

According to Davies (2009:2), “leadership is about direction-setting and inspiring others to make the journey to a new and improved state of the school”. The researcher further highlights that leadership is not a one-person task but a collaborative function which is aimed at improving the school’s efficacy. It is about getting things done through people and facilitating the implementation of tasks. In support of Davies (ibid), Davidoff, Lazarus and Moolla (2014:63) concur that leadership is basically about “moving forward and having a sense of direction”. Accordingly, leaders need to embrace ‘visionary flair’ which may enable them to shape the future for their schools (Van Deventer 2003:68; Davidoff et al. 2014:63). In a nutshell, leadership is about movement, direction and purpose (Clarke 2009:1; Davidoff et al. 2014:63).

As it was earlier mentioned that leadership is a collective task, leadership is widely distributed. Contemporary literature shows that leadership is distributed and learner-centred (Davies 2009:108). Distributed leadership promotes the contributions of all individuals within the school. It encompasses “elements of teamwork, shared collaborative and participative leadership concepts, democratic leadership and teacher leadership” (Maponya 2015:21). Therefore, principals are no more leading in isolation but are part of a leading team, the SMT.

Clarke (2009:2) outlines the leadership responsibilities and tasks of a leader as follows:

Tasks	Responsibilities
(a) Vision	To establish direction
(b) Strategy	Planning to achieve the vision
(c) Aligning people	Marketing and selling the vision and strategy
(d) Motivating and inspiring	Creating the energy and commitment to drive the process

Table 2.1 Leadership tasks and responsibilities (Clarke 2009:2)

According to Clarke, a leader needs to craft a clear vision for the school's future. A vision gives direction for everyone to move purposefully. Systematic plans must accompany a vision to be achievable. Therefore, a feasible action plan needs to be developed to assist in achieving the anticipated vision. After that, it is the responsibility of a leader to promote the vision of the school by involving others. This implies that a vision and plans need to be communicated and be sold to all stakeholders within the school, for example, the SMT, teachers, school governing body and parents. These stakeholders may be more motivated if they are part of the process.

Eventually, a leader needs to be able to motivate and inspire others for the accomplishment of the desired vision. Moreover, "leader motivate and inspire those around them by helping them understand the values and benefits of the vision to the school and to all those involved in it and committed to its welfare" (Clarke 2009:3). All stakeholders need to have a sense of ownership of the school's vision since 'vision-building' is a collective activity (Davidoff et al. 2014:64).

Davies (2009:94) holds several assumptions about school leadership. According to Davies (ibid), the school leadership:

is a shared function, that is not restricted to those who occupy senior role positions in the organisation; is contingent upon the context in which it is exercised. It involves setting a direction for the school which includes developing the people and the organisation. It is also a process of social influence, and makes an individual and collective difference to the quality of learning and teaching in schools.

School leadership is mainly about teaching and learning (Davies 2009:93). Therefore, this study argues that leadership is a collective endeavour whereby principals and SMTs work together towards the achievement of the desired goal of successful teaching and learning. Leadership becomes more effective when it concentrates on reinforcing teaching and learning (ibid). The researcher also maintained that the “quality of leadership and management determines the success or failure of a school” (Van Deventer 2003:68).

2.4 INSTRUCTIONAL LEADERSHIP

The concept of Instructional Leadership (IL) has raised debates about its practice and how it can improve teaching and learning in schools in the past decades (Mestry, Moonsammy-Koopasammy & Schimidt 2013: S50). IL may be defined narrowly and even broadly (Kruger 2003:246). A narrow definition of IL encompasses leadership tasks that are directly related to supervision and evaluation of teaching and staff development while disregarding daily management tasks of the school (Kruger 2003:246; Foo Seong 2015:6). A broad definition of IL focuses on “both managerial and instructional leadership responsibilities” (Stronge 1993:5). Mestry et al. (2013: S50) maintain that “in the new millennium, IL helps principals identify a school vision, empower and inspire teachers, and innovate school classroom-based strategies in order to improve teaching and learning for teachers and learners”. It is, therefore,

concluded that IL enhances teaching and learning for improved learner performance in schools because instructional leaders are directly engaged in the management of teaching and the learning processes (Grobler 2013: S177).

Brazer and Bauer (2013:650) also concur that IL is “the effort to improve teaching and learning for learners by managing effectively, addressing the challenges of diversity, guiding teacher learning, and fostering organisational learning”. IL describes the leadership and managerial facets of a school that directly influence learner achievement (Van der Bijl & Kruger 2016:341). Furthermore, even if IL is fundamentally embedded in the United States, it is also significant in other countries such as South Africa to improve learner achievement in schools (Mestry et al. 2013: S49-S50). The debate around the concept of IL has given rise to different models which are discussed in the next section.

2.5 MODELS OF INSTRUCTIONAL LEADERSHIP

The literature consulted revealed different versions of IL. Nevertheless, only six are presented for this study due to their relevance to understanding how the curriculum is implemented and managed in schools. Therefore, these models were used to frame this study.

2.5.1 Hallinger and Murphy’s Model (1985)

Hallinger and Murphy developed their model of instructional management based on their school’s effectiveness research wherein the instructional management behaviours of ten elementary school principals were examined (Hallinger & Murphy 1985:218). From their empirical research, they created a framework of instructional management comprised of three general dimensions which were

subdivided into eleven job functions (Hallinger 2005:4; Li, Hallinger & Ko 2016:78).

GENERAL DIMENSIONS	JOB FUNCTIONS
Defines the Mission	<ul style="list-style-type: none"> • Framing school goals • Communicating school goals
Manages Instructional Programme	<ul style="list-style-type: none"> • Supervising and evaluating instruction • Coordinating curriculum • Monitoring learner progress
Promotes School Climate	<ul style="list-style-type: none"> • Protecting instructional time • Promoting professional development • Maintaining high visibility • Providing incentives for teachers • Enforcing academic standards • Providing incentives for learners

Table 2.2 Hallinger and Murphy (1985) Instructional Management Framework (Hallinger & Murphy 1985:221)

According to Hallinger and Murphy (1985:221), the first and a fundamental dimension of the principal's role as an instructional manager is to define and communicate the school's mission. Defining the mission demands that instructional leaders be visionary leaders to frame and communicate the school's vision to the entire school community, staff, learners and parents. This dimension also requires principals to work in collaboration with the entire staff in setting clear, measurable, time-based goals grounded on the academic progress of learners (Hallinger 2005:5).

The second dimension of managing the instructional programme, involves teaching and learning matters in which instructional leaders are required to supervise and evaluate the instruction, coordinate the curriculum and monitor learner progress. "Principals are expected to be actively involved in stimulating, supervising and monitoring teaching and learning activities of the school" (Foo Seong 2015:8).

The third dimension emphasises the promotion of a favourable school learning climate. In this regard, a school learning climate refers to “the norms and attitudes of the staff and learners that influence learning in the school” (Hallinger & Murphy 1985:223). A favourable school climate is created when an instructional leader is protecting instructional time; promotes professional development and maintains high visibility. This is done by providing incentives for teachers. For example, private or public praise, formal honours and awards. It includes enforcing academic standards and provision of incentives for learners; for example, public recognition and awards (Hallinger & Murphy 1985:223-224).

2.5.2 Murphy’s Model (1990)

Murphy continues to refine his model of IL based on effective schools, school improvement, staff development and organisational change empirical research (Alig-Mielcarek 2003:41). His review results into four fundamental dimensions of IL which are also broken down into sixteen roles or behaviours. The four basic dimensions include, “developing mission and goals; managing the educational production function; promoting an academic learning climate; and developing a supportive work environment”.

Developing mission and goals	Managing the educational production function	Promoting an academic learning climate	Developing a supportive work environment
<ul style="list-style-type: none"> • Framing school goals • Communicating school goals 	<ul style="list-style-type: none"> • Promoting quality instruction • Supervising and evaluating instruction • Allocating and 	<ul style="list-style-type: none"> • Establishing positive expectations and standards • Maintaining high visibility • Providing incentives for 	<ul style="list-style-type: none"> • Creating a safe and orderly learning environment • Providing opportunities for meaningful

	protecting instructional time <ul style="list-style-type: none"> • Coordinating the curriculum • Monitoring learner progress 	teachers and learners <ul style="list-style-type: none"> • Promoting professional development 	learner involvement <ul style="list-style-type: none"> • Developing staff collaboration and cohesion • Securing outside resources in support of school goals • Forging links between the home and the school
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Table 2.3 Murphy (1990) Model of Instructional Leadership (Alig-Mielcarek 2003:43)

The first domain which is the development of a mission and goals, is divided into two significant roles namely; framing school goals and communicating school goals. This entails that the instructional leader is responsible for crafting a vision for the school as well as communicating and motivating others to work towards achieving the desired goals. The vision embraced by the school must be linked to all activities within the school, especially to the primary function of the school, and teaching and learning (Gurley, Anast-May & Lee 2015:219). Murphy firmly believes that if the vision is unclear and not well communicated, failure is likely to ensue (Gurley et al. 2015:218).

The second domain, managing the educational production function, focuses on promoting quality instruction; supervising and evaluating instruction; allocating and protecting learner progress. The third domain is promoting an academic learning climate. Instructional leaders promote an academic learning climate by establishing positive expectations and standards; motivating high

visibility; providing incentives for teachers and learners; and promoting professional development.

The last domain is developing a supportive work environment. The instructional leader develops a supportive work environment by creating a safe and orderly learning environment; providing opportunities for meaningful learner involvement; developing staff collaboration and cohesion; securing outside resources in support of school goals and forging links between the home and the school.

2.5.3 Weber's Model (1996)

Weber addressed the need for IL regardless of the school's organisational structure (Alig-Mielcarek 2003:44). In his model, Weber emphasises the importance of teamwork wherein all role players play a pivotal role in curriculum, instruction implementation and management. Weber (1996:278) explicitly explains that a network of leaders is more crucial and effective than a single leader. This implies that, even though the principals are regarded as leaders regarding pedagogy and instruction (Grobler 2013: S179), there is still a necessity to delegate leadership and management responsibilities to others because the success of the school does not solely rely on the principal but collective efforts. Naidoo, Mncube and Potokri (2015:319) concur that the principal's leadership responsibilities can be delegated to others in a school setting.

The researcher concludes that "even if an instructional leader were not packaged as a principal, it would still be necessary to designate such a leader" (Weber 1996:254). Weber, therefore, identifies five significant domains of IL based on his literature review (Alig-Mielcarek 2003:46), namely, "defining the school's mission; managing curriculum and instruction; promoting a positive learning

climate; observing and improving instruction; and assessing the instructional programme”.

Defining the school's mission	Managing curriculum and instruction	Promoting a positive learning climate	Observing and improving instruction	Assessing the instructional programme
The instructional leader collaboratively develops a shared vision and goals for the school with stakeholders.	The instructional leader monitors classroom practice alignment with the school's mission, provides resources and support in the use of instructional best practices, and models the use of data to drive instruction.	The instructional leader promotes a positive learning climate by communicating goals, establishing expectations, and establishing an orderly learning environment.	The instructional leader observes and improves instruction through the use of classroom observation and professional development opportunities.	The instructional leader contributes to the planning, designing, administering and analysing of assessments that evaluate the effectiveness of the curriculum.

Table 2.4 Weber (1996) Instructional Leadership Framework (Alig-Mielcarek 2003:46)

The first domain, defining the school's mission, emphasises the creation of a vision for an instructional programme, which, according to Weber, is perceived as fundamental to IL in almost all general research (Weber 1996:258). Creating a shared vision and goals is regarded as developing a strong bond between the instructional leader and staff. When creating a vision for the school, the principal needs to ensure that teachers are consulted for input based on their visions (Weber 1996:259). This may yield positive

results as implementation discrepancies may be avoided by involving others in the school's shared vision. Therefore, "defining the school's mission is, then, a dynamic process, requiring cooperation to construct a workable vision and reflexive thinking to keep the mission clear and honest" (Weber 1996:260).

The second domain, managing curriculum and instruction, is about the implementation of the school's mission. It is critical for the instructional leader to be conversant with the current teaching and learning methods, curriculum policies and curriculum trends to provide informed guidance to teachers so that they can improve their instructional practice (Weber 1996:260). According to Weber, underlying trends in media and methods include textbook selection, new technologies, teacher-developed materials, computer software, personalised instruction, direct instruction, mastery learning, cooperative small group learning and study skills. Fundamental trends in classroom supervision areas include teaching style, class size, grouping practices, use of time and space, instructional strategies, instructional media or material and homework.

The third domain, promoting a favourable learning climate, emphasises the promotion of a favourable learning climate by communicating goals and establishing high expectations which draw attention to protecting teaching and learning time and rewarding success; by establishing an orderly learning environment; and by increasing teachers' commitment to the school (Weber 1996:264).

The fourth domain, observing and improving instruction, is more concerned about observing and improving instruction using classroom observation and providing continuous discussions of professional improvements. To benefit, the teacher needs to trust the observer by believing that the observer's intention is not to harm, by being content about evaluation procedures, by believing

that the observations are meant to improve his or her teaching (Weber 1996:279).

The fifth domain, assessing the instructional programme, stresses the deliberate and ongoing assessment of the instructional programme, which is considered an integral part of IL (Weber 1996:272). Assessment informs instructional leaders' future planning, especially when there is a need for improvement.

2.5.4 Robinson, Lloyd and Rowe's Model (2008)

Robinson, Lloyd and Rowe's meta-analysis review on learner outcomes, revealed five main IL dimensions (Robinson, Lloyd & Rowe 2008:635). These were, namely, establishing goals and expectations; strategic resourcing; planning and evaluating teaching and the curriculum; promoting and participating in teacher learning and development; and ensuring an orderly and supportive environment.

Establishing goals and expectations	Strategic resourcing	Planning, coordinating and evaluating teaching and the curriculum	Promoting and participating in teacher learning and development	Ensuring an orderly and supportive environment
<ul style="list-style-type: none"> Includes the setting, communicating and monitoring of learning goals, standards, and expectations, and the involvement of staff and others in the process so 	<ul style="list-style-type: none"> Involves aligning resource selection and allocation to priority teaching goals and includes the provision of appropriate expertise through staff recruitment. 	<ul style="list-style-type: none"> Directs involvement in the support and evaluation of teaching through regular classroom visits and provision of formative and summative feedback to 	<ul style="list-style-type: none"> Leadership that not only promotes, but directly participates with, teachers in formal or informal professional learning. 	<ul style="list-style-type: none"> Protects time for teaching and learning by reducing external pressures and interruptions and establishing an orderly and supportive environment both inside

that there is clarity and consensus about goals.		teachers and directs oversight of curriculum through school-wide coordination across classes and year levels alignment to school goals.		and outside classrooms.
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Table 2.5 Robinson et al. (2008) Instructional Leadership Framework (Robinson et al. 2008:656)

Dimension 1: Establishing goals and expectations

According to Robinson et al. (2008:659), goal setting has indirect effects on learners. They further argue that in schools where instructional leaders give more attention to communicating goals and expectations, those schools are likely to perform well. Setting clear goals helps instructional leaders and the entire school to focus on controlling their performance (Robinson et al. 2008:661).

Dimension 2: Resourcing strategically

This dimension involves aligning resources with instructional goals and controlling teacher selection (Robinson et al. 2008:661).

Dimension 3: Planning, coordinating, and evaluating teaching and the curriculum

Instructional leaders work directly with teachers to plan, coordinate and evaluate teachers and teaching (Robinson et al. 2008:663). Instructional leaders ensure that learners' progress is continuously observed and feedback is used to reinforce teaching programmes.

Dimension 4: Promoting and participating in teacher learning and development

The instructional leader promotes and participates in teacher learning and development both formally and informally. An example could be at staff meetings, professional development and discussions about specific teaching problems (Robinson et al. 2008:663).

Dimension 5: Ensuring an orderly and supportive environment

The instructional leader is expected to create a conducive environment for teaching and learning. Teaching and learning time is protected by reducing pressure and interruptions by education officials and parents. Creating an orderly and supportive environment also lessens staff conflict and enhances learner performance (Robinson et al. 2008:664).

2.5.5 Poff and Parks' Model (2010)

Poff and Parks (2010:29) maintain that “the complexity of education requires a team of knowledgeable and skilled practitioners who share leadership to achieve the ends of reform-based school” Accordingly, shared leadership involves five domains namely; collaboration, common focus, shared responsibility, supportive culture and widespread communication (Poff & Parks 2010:32). Poff and Parks (ibid) further conclude that shared leadership impacts positively on learner achievement. This denotes that when teachers, subject heads, Heads of Departments (HODs), deputy principals and principals join forces towards achieving common goals about teaching and learning, the results may consequently be improved.

Therefore, distributed leadership is promoted because, according to this model, school effectiveness does not rely solely on the principal's expertise but collaborative efforts (Poff & Parks 2010:29). According to this model, the supportive culture also exists to "give staff members a sense of personal value and collective efficacy" (Poff & Parks 2010:32). Eventually, widespread communication serves to extend important information to the staff for the implementation of shared leadership (ibid).

Poff and Parks' (2010:32) model has given rise to critical elements of effective shared leadership as pointed out in the previous section which is illustrated in Table 2.6.

Domain	Essential element
Collaboration	<ul style="list-style-type: none"> • School personnel who collaborate in achieving goals • Leaders who support collaborative efforts • A staff that holds collaboration as a priority • A shared belief that collaboration can have a significant impact
Common focus	<ul style="list-style-type: none"> • A focus on common, agreed-upon goals • An ability of the leaders to convey a compelling vision of shared leadership
Shared responsibility	<ul style="list-style-type: none"> • Teacher leadership of professional development that is linked to school-based learning goals • Administrative delegation of authentic power • Willingness on the part of leaders to give up some control while monitoring the effectiveness of decisions • Involvement of stakeholders in decisions that matter, not minutiae • Group decisions based on information
Supportive culture	<ul style="list-style-type: none"> • A culture of mutual trust • The acceptance of collective efficacy as a critical value • Honesty among staff members

Widespread communication	<ul style="list-style-type: none"> • Communication of clear purposes for shared leadership
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Table 2.6 Poff and Parks (2010:32): The Essential Elements of Shared Leadership by Domain

2.5.6 Sharma’s Model (2012)

Sharma’s study on the IL of principals, conducted in an Asian school, provides a model of IL which revealed all the aspects of what real leadership needs to incorporate (Sharma 2012:20). “The concept of IL involves improving learning in and out of the classroom, leadership for developing moral values, entrepreneurship and national character among learners” as stated by Sharma (ibid). This model describes the principal’s roles as follows: ensuring overall development of learners, involving both teachers and learners in the process, displaying supervisory leadership and providing continuous professional development for all (ibid). The IL outcome may, therefore, include the overall development of learners, and the satisfaction of higher needs of recognition, self-esteem and self-actualisation of all (ibid). Sharma’s model of IL is illustrated in Table 2.7.

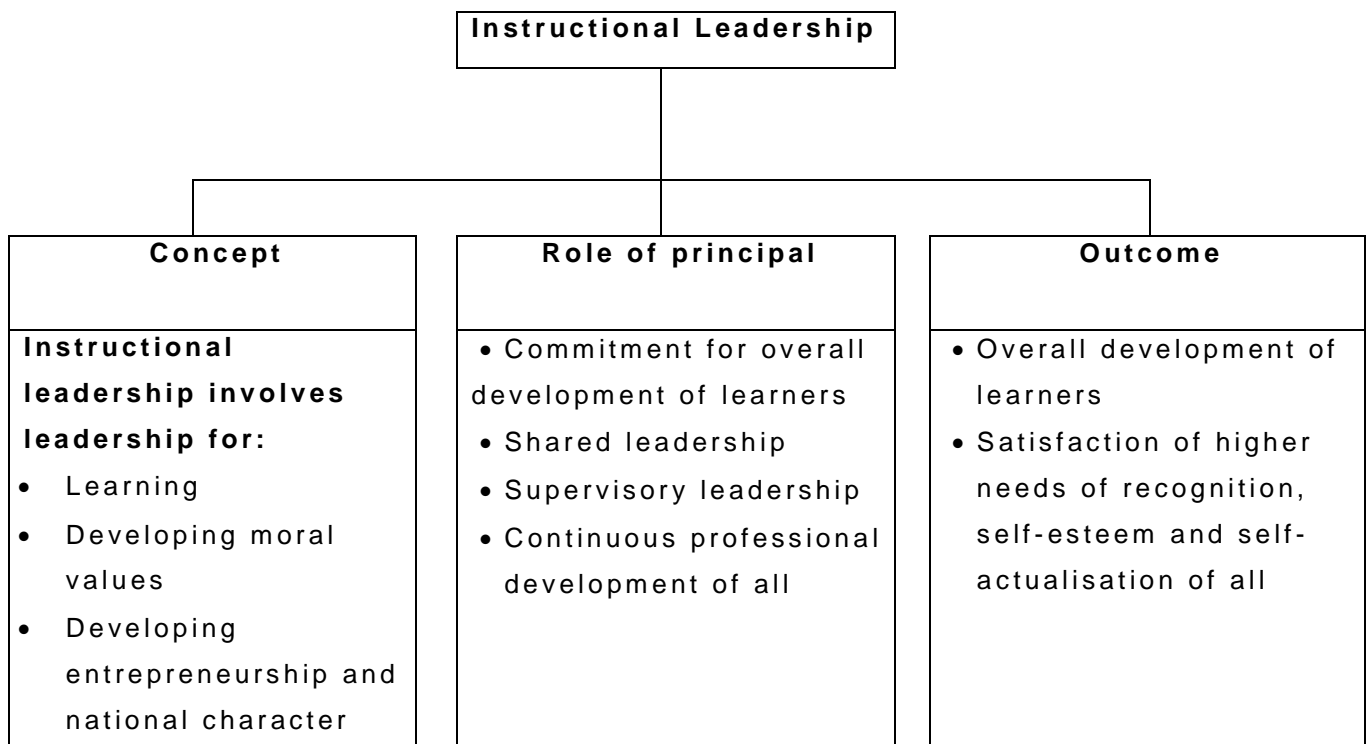


Table 2.7 Sharma (2012:20) Model of Instructional Leadership

In conclusion, the reviewed literature shows similarities concerning identifying the job functions and practices of instructional leaders despite a variety of published IL models (Foo Seong 2015:9). It is now apparent that IL is a multidimensional construct (Lee, Walker & Chui 2012:589). It is also evident that IL impacts positively on school improvement and that it is also regarded as a multifaceted construct in all relevant studies (Lee et al. 2012:588). Therefore, as indicated earlier, all identified models of IL serve as a theoretical framework for this study and all their useful components were used to frame this study.

2.6 BASIC FUNCTIONS OF INSTRUCTIONAL LEADERSHIP

Although different models which incorporate functions of instructional leaders have been identified, Parker and Day (1997:87), Kruger (2003:247) and Van der Bijl and Kruger (2016:345-346) were able to highlight five critical elements of the

instructional leader. These elements are regarded as primary functions for the instructional leader.

- (a) **Defining the school's mission:** The principal is expected to craft and communicate a clear mission, goals and objectives in order to achieve effective teaching and learning (Marishane 2012:92). In the process, the staff, learners and parents need to be consulted. However, "the principal plays a decisive role in framing the mission, aims and outcomes of the school" (Kruger 2003:248). Moreover, a vision and mission statement are dependent on school dynamics and need to be changed based on the school's current situation when necessary (Van der Bijl & Kruger 2016:346).

- (b) **Managing the curriculum and instruction:** The instructional leader is expected to protect time for teaching and learning. Managing the curriculum and instruction includes the following essential facets: drawing a timetable for both core-curricular and extracurricular activities, and establishing support systems that may enhance the implementation of the curriculum. Learning needs and resources must also be considered to ensure effective curriculum delivery (Van der Bijl & Kruger 2016:347).

- (c) **Supervising teaching:** Teachers need to be provided with the necessary support to allow effective learning and teaching. Therefore, the principal needs to initiate and coordinate activities for staff development. These programmes may include school-based workshops, staff meetings, subject meetings, coaching and both formal and informal classroom observations (Kruger 2003:251). The IL team, consisting of the deputy principal, HODs, subject heads, and senior teachers, may be assigned to assist the principal in conducting staff development programmes at school.

Concisely, this function includes teacher appraisal and assessment; staff development; teacher motivation and curricular support (Kruger 2003:250-253; Van der Bijl & Kruger 2016:348-350).

- (d) **Monitoring learning programmes and evaluating the learners' progress:** Learners are assessed to test if they have acquired the necessary skills, knowledge, values and attitudes. Learners are given informal and formal tasks such as tests, examinations, assignments and projects to measure their performance level (Van der Bijl & Kruger 2016:351). The results could help both learners and teachers to improve (Marishane 2012:92). The principal can also use these results to control the total instructional programme of the school and ensure that the outcomes are achieved as anticipated (Van der Bijl & Kruger 2016: 351).

- (e) **Promoting an instructional climate:** Principals are expected to create and maintain a favourable and sound school climate wherein teaching and learning could be more exciting (Van der Bijl & Kruger 2016:351). They need to create a conducive environment where teachers and learners are fully supported and where there is a shared sense of purpose (Kruger 2003:254).

2.7 EFFECTIVE INSTRUCTIONAL LEADERS

2.7.1 Qualities of effective instructional leaders

“Educationists have found that effective school leaders contribute towards the development of effective schools” (Blandford 2006:8). The school’s success depends on the quality of leadership and management at hand (Van Deventer 2003:68). According to Fabi’s view (2013:24):

Effective instructional leaders are leaders or principals who perform at high levels as resource providers, actively engage in staff development, adhere to clear performance standards for instruction and teacher behaviour and establish their visible presence in the school and at various school activities.

Accordingly, suitable leaders need to embrace the following four broad distinctive characteristics which are experience, knowledge, personal characteristics, and values and beliefs which play an essential role in school performance (Niqab, Sharma, Wei & Maulod 2014:75). The characteristics, which are subsequently discussed, are constructed from these overarching characteristics.

The following characteristics typify the qualities of a good leader. Good leaders need to have a vision, imagination, passion, enthusiasm and commitment (Davidoff & Lazarus 2002:166). They need to be sensitive when handling others and become social architects (Van Deventer 2003:70). They can differentiate and make informed decisions no matter how complicated the situation is. Good leaders need to be able to develop a sense of mutual trust. They need to relate equally to all people within the school. In this case, authenticity is very critical so that everyone can trust that one means and stands by what one says. "Good leaders need to have the ability to operate with clarity, depth, confidence and integrity in the world – with self-understanding" (Davidoff & Lazarus 2002:167). Lastly, they need to respect others by modelling good behaviour so that others can emulate them.

According to the Department of Basic Education (2004a:18), leadership qualities include facilitating the following attributes. They include crafting a vision for followers; articulating how the vision may be realised; influencing and steering groups towards accomplishing goals. In addition, they relate to the creation of desirable opportunities; directing and coordinating activities; motivating a direct force of morale; creating conditions for the team

to be effective; and inducing followers to behave in a desired manner.

Botha (2013:202-203) concurs that an effective instructional leader needs to display qualities in this manner. The ability to articulate values and vision around the learner's learning and achievement is paramount. This includes the ability to make the connections to behaviour and the necessary structures to promote and sustain them. An understanding of a range of pedagogic structures and their ability to impact on learner achievement and learning is essential. The ability to distinguish between development and maintenance structures, activities and cultures is also critical including strategic orientation, the ability to plan at least into the medium term and an entrepreneurial learning that facilitates the exploitation of external change. An understanding of the nature of organisational capacity, its role in sustaining change and how to enhance it are included. The commitment to promoting enquiry, particularly into the 'how' rather than the 'what'; a similar commitment to continuing professional development and managing of the teacher's lifestyle; an ability to engender trust and provide reinforcement are some of the prerequisites.

Van Deventer (2016:115-118) also postulates that an effective instructional leader provides direction; inspires others; promotes teamwork and sets a good example. He or she further gains acceptance; becomes a servant leader; becomes an organisational architect; displays professionalism; becomes a moral educator, and becomes a social architect. It is, therefore, evident that leadership is a multidimensional concept and requires ongoing commitment (Davidoff & Lazarus 2002:168; Lee et al. 2012:589). It is also apparent that effective leaders facilitate effective teaching and learning which consequently improves learner achievement and school performance (Niqab, Sharma, Wei & Maulod 2014:75).

2.7.2 Checklist of effective instructional leaders

Monitoring is a process of regularly checking the progress of something (Department of Basic Education 2004a:14). Therefore, an instructional leader needs to use a checklist to check whether stakeholders are taking part in education to ensure quality teaching and learning (Marishane 2012:94). Checking teachers' work regularly assists instructional leaders to check on progress made, determine support to be provided and regulate their performance. The following is the checklist which can be utilised by effective instructional leaders to monitor curriculum implementation and instruction as suggested by Botha (2013:203).

Aspects of focus for the SMT instructional leader	What instructional leaders do in this area as an instructional leader	Challenges for an instructional leader in his/her school
1. Policies		
<ul style="list-style-type: none"> Ensuring that the school has policies, procedures, and a code of conduct 	<ul style="list-style-type: none"> Reading policies to the school governing body Motivating teachers to understand these policies 	<ul style="list-style-type: none"> Government not supplying these policies Teachers reacting negatively to policies when read
2. Meetings		
<ul style="list-style-type: none"> Meeting with all stakeholders in his or her institution 	<ul style="list-style-type: none"> As an instructional leader, meet with others, e.g. SMT, teachers, parents and learners to sort out some issues 	<ul style="list-style-type: none"> Parents fail to honour meetings unless promised food
3. Planning		
<ul style="list-style-type: none"> Evaluating where the school is, where you would like it to be and ensuring that 	<ul style="list-style-type: none"> Monitor whether teachers are formulating their lesson plans, pace 	<ul style="list-style-type: none"> Teachers failing to plan according to the new approach, believing that an

the school is running in an organised fashion	setters and assessment programmes accordingly	old-paradigm method is best
4. Discipline		
• Talking to and guiding learners who have misbehaved	• Code of conduct for learners	• Many learners are addicted to drugs and they misuse their rights
5. Human resource management		
• Dealing with teachers' issues, trade unions and disciplinary hearings, hiring teachers	• Have a disciplinary committee, be fair and firm when solving conflicts	• Teachers are unionised, high rate of absenteeism

Table 2.8 Effective Instructional Leadership Checklist (Botha 2013:203)

2.8 WHAT IS MANAGEMENT?

According to Joubert and Bray (2007:19), the concept management characterises the process of leading and directing all or part of an organisation, often a business, using deployment and manipulation that relate to human, financial, material, intellectual or intangible resources. In this study, education management is related to the management of curriculum implementation. "Education management is a specific kind of work, that is, the management of learning and teaching consisting of management tasks and sub-tasks or management activities known as planning, organising, leading and controlling of school or education events" (Van Deventer 2003:66; Van Deventer 2016:110). Education management was linked to how SMTs execute their task of managing curriculum implementation in schools. According to Van der Westhuizen (1991:55), education management refers to a specific type of work in education, which comprises regulative tasks or actions executed by a person. It also relates to a body in a position of authority, in a specific field or

area of regulation, to allow formative education to take place. In support of Van der Westhuizen (ibid), Van der Bijl and Prinsloo (2016:25) concur that education management encompasses some tasks whereby one has to identify the school's goals and ensure that those goals are achieved.

Fayol (1987:13) and Chevalier (2008:6), postulate that to manage is to “forecast and plan, to organise, to command, to coordinate and to control”. This is supported by Cole and Kelly (2011:12) who maintain that management refers to coordinated activities which include forecasting, planning, deciding, organising and commanding to direct and control an organisation. It is evident that the succeeding authors such as Van Deventer (2003:75), Cole (2004:10-11), Cole and Kelly (2011:16-18), and Botha, Zengele and Van Zyl (2013:6,21-22 &143-154) adapted Fayol's statement about management. This statement emphasises that management includes organising, leading, motivating, planning, controlling and determining programmes, procedures and methods. Thus, if viewed regarding essential tasks of management, it concerns the four crucial interrelated tasks of management namely; planning, organising, leading and controlling.

In this study, the concept management refers to how SMTs plan, organise, lead and control the implementation of the curriculum to creating quality education. Management in this regard can be defined as a process of planning, organising, leading and controlling school resources to achieve teaching and learning goals (Fabi 2013:10). Management's relation to where the school is going and why, how it is going to get there and careful verification to see if and when it has arrived (Davies 2009:94) is appropriate to be addressed in this study. The four mentioned specific areas of management would include these aspects.

2.9 MANAGEMENT AREAS OF THE SCHOOL

In a school situation, there are various vital areas, which school managers need to manage. The key areas include, among others, human resources such as teachers, support staff, administration staff and learners; financial resources; physical infrastructure; curriculum and material resources such as learner support material, stationery, teaching aids, food, cleaning materials and sports attire. This study concentrated more on one critical area which needs to be managed effectively and efficiently: curriculum implementation. Even though curriculum implementation management, is the core of this study, one needs to realise that curriculum implementation, being the primary function of the school (Mbokazi 2015:480; Van der Bijl & Kruger 2016:347), may not be dealt with exclusively as these critical areas are interwoven.

Van Deventer (2003:76), Zengele (2013:22) and Van Deventer (2016:122) refer to the critical areas of a school as education management areas. Van Deventer (2016:122), classifies these management areas under five categories namely; learner affairs which are curricular and extra-curricular matters; staff affairs; administrative affairs and provisional information. Physical facilities, Teaching and Learning (T&L) materials; Information and Communication Technology (ICT) affairs; and school community affairs and governance are additional.

Next is the education management-leadership process model, which outlines how these management areas of a school need to be managed efficiently. The model illustrated in Figure 2.1 shows how education management is carried out in schools. It demonstrates how management-leadership tasks assist in managing all management areas of the school, particularly curriculum affairs, which is crucial in this study. The interrelatedness of these tasks

cannot be overemphasised. These tasks are discussed comprehensively in the next section.

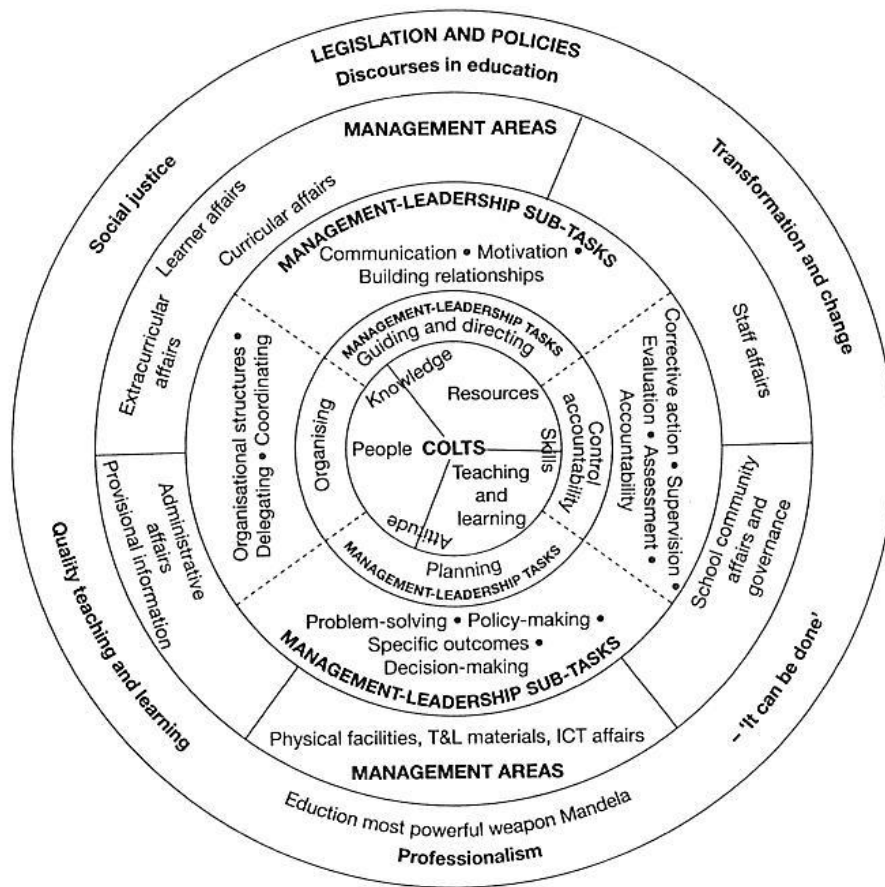


Figure 2.1 The education management-leadership process model (Van Deventer 2016:122)

2.10 MANAGEMENT-LEADERSHIP TASKS

Cole, Cole and Kelly (2004:4, 2011:7) reveals that Fayol is one of the fathers of the classical approach to management (1841- 1925). In his theory, Fayol focuses more on improving management efficiency and effectiveness in organisations, hence, his creation of the management tasks such as planning, organising, coordinating, commanding and controlling (Fayol 1987:15-59). In this theory, managers are guided on how to accomplish their managerial tasks. Fayol is well known for his five management activities mentioned above, which delineate the significant tasks of

good managers (Cole & Kelly 2011:16-18) which are planning, organising, motivating and controlling. These are currently referred to as management-leadership tasks because of their overlapping nature (Van Deventer 2016:113).

The above tasks, which also apply to managers such as SMT members, can also be seen as relating to the theoretical framework of this study. Not only are they still applicable in the 21st century, but they are also very similar to current views on education management which consider the main tasks of education management. These are planning, including strategic and operational; organising; leading or directing; and controlling or evaluating (Van Deventer 2016:125).

To manage the school effectively and efficiently, school managers and leaders need to apply principles of planning, organising, leading and controlling in relation to people, outcomes and resources available at a school (Van Deventer 2003:75). Dale (1978:4-6), Van Deventer (2003:75), Cole (2004:10-11), Cole and Kelly (2011:16-18), and Botha, Zengele and Van Zyl (2013:6,21-22 & 143-154) also emphasise the importance of these management-leadership tasks. These are also referred to as 'management functions' and 'managerial tasks'. It is evident that these management-leadership tasks are crucial in every management aspect within the school, including curriculum management as indicated in Figure 2.1 that facilitated to frame this study. These management-leadership tasks, which are interdependent, are discussed in the next section.

2.10.1 Planning

Fayol (1987:13) perceives planning as the process of anticipating future goals and putting forth systems to achieve the desired goals.

“Planning includes the setting of a vision, mission, aims and outcomes, as well as the sub-tasks of problem-solving, decision-making and policy-making” (Van Deventer 2016:125). Planning includes setting goals and making a decision, plans and policies (Cole & Kelly 2011:17). Planning is an essential part of everything done in schools. Planning also encourages better use of time at all levels. Cole and Kelly (ibid) summarise planning as “formalisation of what is intended to happen sometime in the future. It concerns actions taken before an event, typically formulating goals and objectives, and then arranging for resources to be provided in order to achieve the desired outcome”.

Without knowing where one is going, one may not know how to get there. Working without a plan is like wandering from day to day without knowing what contribution each day’s activity makes to the bigger picture. Therefore, during the planning process, SMTs are expected to anticipate the future and plan accordingly. SMTs need also to anticipate challenges about teaching and learning and plan to overcome them. They must prepare to deliver well on the core business of the school which is, teaching and learning. They have to plan to augment customer satisfaction, that is, to satisfy the needs of the learners, the Department of Basic Education (DBE), the parents and the entire school community. Lastly, they must plan to enhance learner performance and anticipate quality education and results.

Examples of plans within the school include school policies, school development plans, School Improvement Plans (SIP), Academic Performance Improvement Plans (APIP), curriculum management plans and duty rosters. The SMTs’ first task is to determine what they want to accomplish by setting short-term and long-term goals for managing the curriculum implementation (Dale 1978:4). This signifies that they need to work out in advance how curriculum

implementation needs to be managed to curb instances of drifting without an aim.

Planning involves both strategic and operational. It is crucial that the school managers ensure that there are strategic and operational plans within the school. The significant difference between strategic and operational planning is discussed in the following sections.

2.10.1.1 Strategic planning

“Strategic planning is a broad statement which relates to overall approach and direction to the achievement of a mission” (Blandford 2006:106). According to the Department of Basic Education (2004a:6), strategic planning is a process that translates vision and values into measurable and practical outcomes. Cole and Kelly (2011:184) postulate that a strategy is “effectiveness in the long-term, which means making the best choices for the future”. Davidoff, Lazarus and Moolla (2014:113) highlight the three aspects of strategic planning. For example, the setting of goals and outcomes, developing plans to achieve the desired goals and evaluating progress based on the identified goals and outcomes.

During the strategic planning process, the education managers set goals, develop plans and evaluate the implementation of those goals and plans with more emphasis on both curriculum and the school as an organisation (Davidoff et al. 2014:113). Strategic planning incorporates the following critical issues: environmental scan both internal and external; technology; economic and political factors and trends in the field of education (Clarke 2009:389). This implies that SMTs need to consider a variety of factors while planning. For example, significant changes in education, especially those concerning the curriculum, how those changes compel them

to adapt and knowing their learners' and the school community's needs and how to satisfy them.

There are various ways of developing strategic planning for an organisation (Clarke 2009:389). Thus, Davidoff et al. (2014:116) identify the following strategic planning procedure that can be used for school development. In identifying the school's norms and culture, a normative analysis needs to be conducted; identifying education trends and realities; an environmental analysis needs to be conducted. To craft a clear vision for the school, vision building must be done. To establish specific goals which are relevant to school life, goal setting must be done. In identifying strengths, weaknesses, opportunities and threats, which can benefit the school or impede the school progress, reality checking must be carried out. In drawing an action plan, which is aimed at attaining the set goals, a plan of action must be followed. When establishing structures, procedures must be geared towards the implementation, monitoring and evaluation of structures and procedures in the school. Mobilising people and material resources need to include staff to achieve plans for the school. Lastly, an ongoing reflection, evaluation and development have to be done. Even though the steps mentioned above have been identified, goal setting, planning and evaluation are regarded as the primary strategy elements for a school (Davidoff et al. 2014:117).

Clarke (2009:389) regards situational analysis as the first step in strategic planning. This implies that the starting point when embarking on strategic planning is applying the SWOT analysis which includes strengths, weaknesses, opportunities and threats according to Clarke (2009:389). The Department of Basic Education (2004a:8), Clarke (2009:389) and Davidoff et al. (2014) consider SWOT analysis as one of the pivotal steps in strategic planning. In doing a SWOT analysis, the first thing one has to look at are the **strengths** of the school. That is examining those areas where the

school is doing well, for example, dedicated staff and excellent resource provisioning. Then a look at the school's **weaknesses**: this refers to areas that need improvement due to current inadequate levels of performance, for example, lack of safety at school and poor attendance rates by learners during specific periods. The next step looks at the **opportunities**, which involve external factors that can bring new developments or change in the education arena, for example, the erection of low-income housing, which is aimed at increasing learner enrolment. Lastly, the **threats** must be investigated. Threats in a school situation may refer to external factors that pose a challenge by hampering the achievement of the desired goals. For example, the increase in the number of private schools or private schools recruiting good educators from public schools.

In a nutshell, the SMT needs to consider the school's current situation regarding strengths, weaknesses, opportunities and threats when preparing a strategic plan. This may provide them with the necessary information that needs to be utilised in the process of strategic planning (Clarke 2009:390).

2.10.1.2 Operational planning

Cole and Kelly (2011:184) describe the operational plan as a process of efficiently utilising resources to achieve short-term objectives. This simply signifies that operational planning involves daily activities and could be extended to a period of a year (Blandford 2006:107). For instance, about school timetables, exam timetables and monitoring timetables. In other words, an operational plan "translates the strategy into day to day planned activities, thereby contributing to the achievement of the overall strategy" (Department of Basic Education 2004a:15).

Unlike strategic planning, an operational plan is very crucial because it provides more precise guidance on what is to be achieved and when it is to be achieved daily.

2.10.2 Organising

Fayol (1987:27) describes organising as the process of outlining lines of responsibility and authority for the accomplishment of projected plans. Organising is a process of “determining activities and allocating responsibilities for the achievement of plans; coordinating activities and responsibilities into an appropriate structure” (Cole & Kelly 2011:17). These can be presented as an organogram or organisation chart of the school according to Zengele (2013:21). This is a process of creating a hierarchical structure for the school to assist staff in working together towards achieving the school’s objectives. Van Deventer (2003:75) also concurs that organising also includes “establishing an organisational structure, delegating and coordinating”. In other words, it is making provision that the implementation of what was planned can take place. However, as mentioned, the four essential management tasks show overlap and organising would, therefore, also relate to planning, leading and controlling (Van Deventer 2016:124).

Organising is also about coordinating and delegating duties. Through good organising, the SMT may be able to set up a framework or structure of the work to be done. Allocating duties, authority and responsibility, the division of work, the allocation of resources to relevant departments or individuals, the determination of relationships between various teachers to promote cooperation and a common effort to realise set objectives is part of school organisation (Cole & Kelly 2011:17).

It is essential for school managers to entrust others with responsibility and authority as Fayol (ibid) alludes. It means to give others the power to act and make decisions on one's behalf. The delegation must be accompanied by monitoring, evaluation, support and time frames. Delegation becomes successful if there are clear lines of responsibilities (Zengele 2013:21). A good manager does not centralise activities but delegates powers to SMT members and other members of staff. This is one way of empowering them (Van Deventer 2016:177).

2.10.3 Leading or directing

“Leading is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives” (Cole & Kelly 2011:69). It is about implementing plans and motivating others (Van Deventer 2016:125) to work willingly and passionately towards the achievement of anticipated goals. A good leader leads by example and, thus, models good behaviour. This is crucial because teachers and learners always observe whether leaders do what they moralise and that their actions are consistent (Davies 2009:95). Moreover, setting a good example, which plays a pivotal role in motivating the staff, is probably the most significant leadership skill (Fayol 1987:52). It is, therefore, the most efficient way to show others the proper way to conduct themselves and is even more effective than verbal communication. For example, a school manager needs to be punctual rather than preaching punctuality but coming late to school.

Leading also includes “communication, motivation, conflict management and negotiation” (Van Deventer 2003:75; Van Deventer 2016:125; Prinsloo 2016:187). During this process, the SMT directs the organisation towards the achievement of the

desired goals (Zengele 2013:22) concerning curriculum implementation. According to Zengele (ibid), this task can be accomplished by motivating the staff members and learners to achieve the desired goals.

2.10.4 Controlling or evaluating

“Control can be viewed as an action which involves critical and systematic reflection on practice” (Van Zyl 2013:154). Controlling is the process through which managers assure that actual activities conform to planned activities (Fayol 1987:57; Cole & Kelly 2011:18). It is about monitoring performance, giving feedback and taking corrective measures. Positive control may ensure that teachers do their preparations thoroughly, that learners are taught correctly and evaluated efficiently. It takes place through all levels at school and may also take place across the hierarchy. This means that the principal is responsible for all control. However, he or she may delegate to a person lower than him or her, that is, the deputy principal or HOD.

Control leads to evaluation whereby the school managers supervise the staff to see whether set objectives have been achieved (Zengele 2013:22). The school managers must ensure that control is flexible, adaptable and leads towards corrective behaviour. Standards and methods must be clear and vested in formal authority. It can be concluded that controlling involves “assessment, the taking of corrective action, supervision and disciplinary measures” (Van Deventer 2003:75). Briefly, controlling or evaluating can be described as “a task of continuously evaluating and adjusting plans” (Van Deventer 2016:125).

2.11 CURRICULUM PLANNING

Curriculum planning is the core of effective teaching and learning. It is considered an essential factor when managing curriculum implementation. One needs to bear in mind that planning is the primary management-leadership task, which means that the management process starts with planning which involves the setting of a vision, mission, aims and outcomes (Van Deventer 2016:125). An instructional leader needs to engage all teachers in curriculum planning and implementation.

Curriculum planning includes the allocation of teaching workload, drawing both core-curricular and extracurricular timetables; establishing curriculum structures, for example, subject committees and the School Development Team (SDT). The Integrated Quality Management System (IQMS) committee and Quality Learning and Teaching Campaign (QLTC) committee are part of curriculum planning. This also includes the drawing of a curriculum management plan which contains submission dates for lesson planning, class visits, an audit of written work, pre-moderation, post moderation, schedules and reports. The development of a School Improvement Plan (SIP); developing the whole school assessment programme which may be compiled in consideration of each teacher's assessment plan is another responsibility. There must be the provision of resources, for example, requisition of Learning and Teaching Support Material (LTSM) and ensuring the availability of CAPS policy documents for every teacher. The principal has to ensure that all curriculum related policies are available and implemented. For example, teaching and learning policy, assessment policy and monitoring policy. It has to be ensured that monitoring tools for all curriculum activities are available and that relevant recording sheets, schedules and learner report templates are available (Clarke 2009:228-253).

It is the responsibility of instructional leaders to ensure the development and implementation of an effective curriculum plan (Blandford 2006:110). Figure 2.2 displays how curriculum planning needs to be done for the effective implementation of the curriculum. Curriculum planning is primarily aimed at achieving the school's principal goal, which is the school vision. A curriculum plan's process of development and implementation can be conducted as illustrated in the next section.

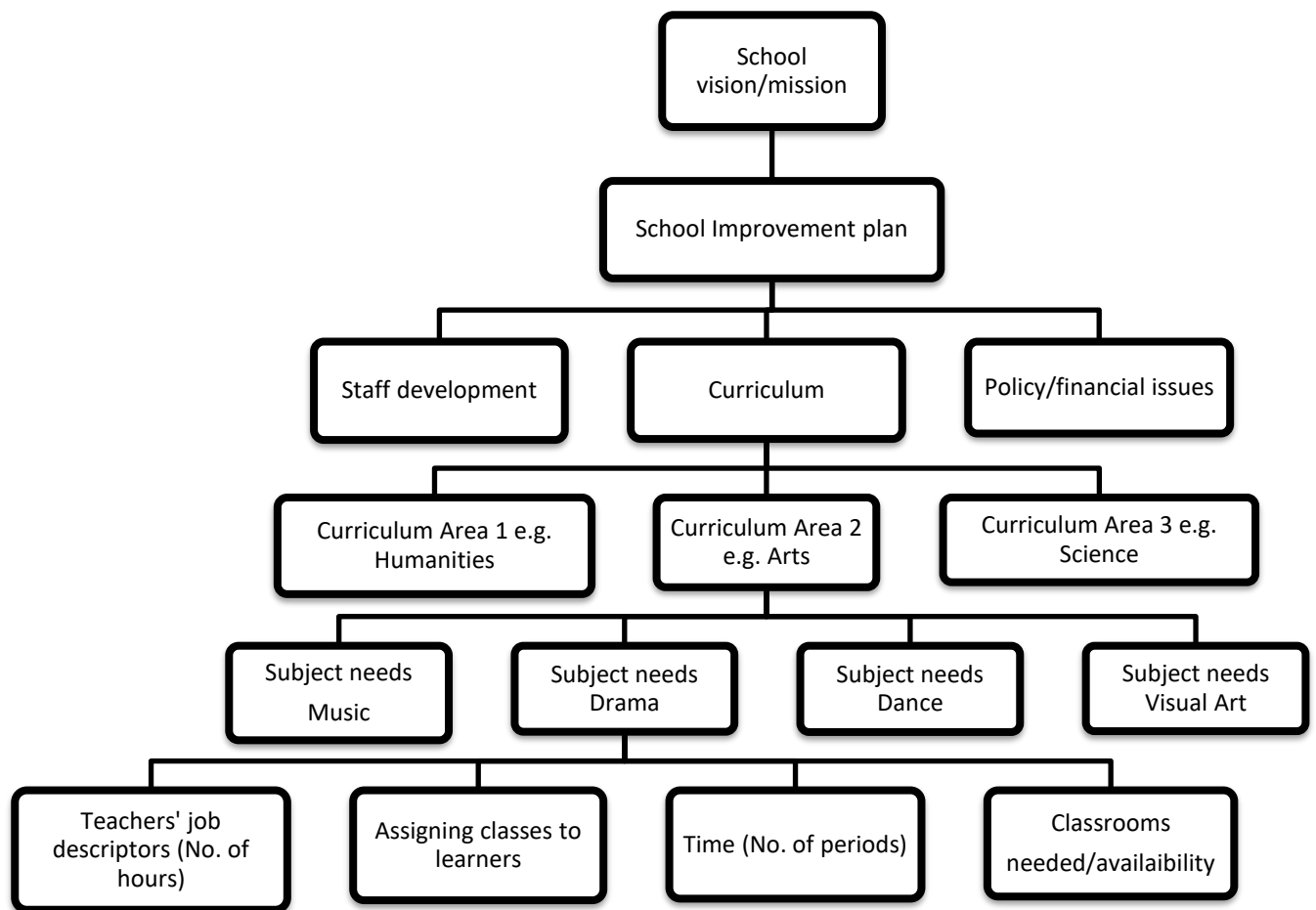


Figure 2.2 Curriculum Plan – the process of development and implementation adapted from Blandford (2006:111)

As illustrated above, the process of curriculum planning begins with the school's vision. In this process, all curriculum areas must be planned for, keeping in mind the broader goals of the school. Under Curriculum Area 2, which incorporates Arts subjects, as an example, which comprises subject needs of drama. Moreover, under

the subject needs of drama, teachers have their job descriptors and how many hours they need to spend teaching drama as prescribed in the Creative Arts CAPS document. The SMT need to assign classes to learners and allocate periods based on the time allocation as per curriculum policy document. Lastly, they need also to check the availability of classrooms to be used for teaching.

Over and above, the instructional leader needs to consider the following factors when planning for curriculum implementation: the allocation of teaching time as prescribed in the curriculum policies, allocating subjects based on teacher profiles, making provision for support systems and ensuring balanced and fair distribution of work for effective teaching and learning (Van der Bijl & Kruger 2016:347).

2.12 NOTIONS OF LEADERSHIP AND MANAGEMENT

“Leadership is about direction and purpose, while management is about efficiency and effectiveness” (Clarke 2009:1). Although these concepts are distinguishable, sometimes they are used interchangeably (Van Deventer 2003:68). Leadership and management are both critical to effective school functioning. Therefore, these notions can be viewed as “opposite sides of the same coin” (Van Deventer 2003:68; 2016:113) because leadership without management does not bring about a culture of constant teaching and learning, and vice versa. Van Deventer (ibid) continues to prove that leadership and management are interrelated by asserting that “Leadership is seen as an aspect of management, with born leaders being characterised as charismatic individuals with visionary flair and the ability to motivate and inspire others”. This indicates that the school setting requires both leadership and management (Davidoff et al. 2014:63).

Leadership relates to the direction to achieve future purposes while management is about ensuring that the school is functioning well and achieving the desired goals (Davidoff et al. 2014:64). Moreover, “leadership and management are about balance and equipoise, about holding the centre, having a picture of the whole, and standing still when it is time to reflect, understand and consolidate” (ibid). In other words, these concepts complement each other (Fabi 2013:23). According to Fabi (ibid) leadership and management have the following similarities namely; they both aim at achieving goals; they mobilise and utilise resources; there is a link between top management and subordinates, and they both motivate followers and depend on them for positive outcomes.

Without leadership and management, effective teaching and learning cannot prevail in schools (Van Deventer 2003:67). Therefore, it is understood that “the success or failure of a school is determined by the quality of both leadership and management” (Van Deventer 2003:68). Concisely, this connotes that the quality of leadership and management in school is a prerequisite to the school’s efficacy. It is apparent that managing curriculum implementation in schools requires both leadership and management expertise because effective leadership and management are central to a school’s success (Davies 2009:92).

Over and above, current research shows that significant tasks of management and leadership are all interrelated and equally essential (Van Deventer 2016:118). These include setting goals and objectives, developing clear work programmes, facilitating the execution of work programmes, making and controlling adjustments, rewarding performance and persevering until agendas are achieved.

2.13 SUMMARY

In this chapter, the theoretical framework underpinning the study was discussed. The models of IL and education management were considered for this study. Based on the needs of this study, the emphasis was placed on both managerial and instructional leadership responsibilities. The various IL models and four critical elements of education management, which encompass planning, organising, leading or directing and controlling or evaluating were scrutinised. It was, therefore, concluded that management and leadership tasks of a school are all interrelated and equally crucial (Van Deventer 2016:118) for curriculum implementation. In the next chapter, a review of the literature concerning the management of curriculum implementation is discussed.

CHAPTER THREE

LITERATURE REVIEW

3.1 INTRODUCTION

In the previous chapter, the theoretical framework relevant to the study was presented. Nengwekhulu (2012:338) argues that the declining education standards and quality of education have been going on for some years. There are many contributing factors towards declining educational standards and quality in South Africa. Therefore, this study argues that ineffective curriculum management is one of those contributing factors. This chapter presents a review of literature that is relevant to the topic of curriculum management in schools including dissertations, theses, journals and other sources.

The purpose of this review of the literature was to document the importance of the topic. Both primary and secondary literature were studied to establish what other scholars have already concluded about the research topic. Mouton (2008:87) contends “you need to start with a review of the existing scholarship or available body of knowledge to see how other scholars have investigated the research problem that you are interested in”. This review has revealed that much research was conducted on the topic “managing curriculum change”, but this study deviates slightly from the prior studies as it concentrates more on managing curriculum implementation to bring about quality education. From data gathered, it is evident that limited research was conducted on the topic, managing curriculum implementation or delivery.

3.2 REASONS FOR REVIEWING RELATED LITERATURE

A literature study is a systematic process that assists a researcher to critically evaluate and synthesise existing scholarly studies on a given research topic (Gilbert 2008:66; Craig 2009:56). The literature, which is relevant to the topic was consulted using dissertations, theses, journal articles, policies and other relevant sources. These sources were consulted to acquire knowledge about curriculum implementation and management. A review of the literature was used to support the importance of the topic which was alluded to in Section 1.1 and to inform the empirical research. In a nutshell, a review of the literature was used to document the importance of the topic (McMillan & Schumacher 2010:96).

The qualitative review supports the purpose of the study and makes provision for a reformulation of the initial unrefined and broad questions (McMillan & Schumacher 2006:92-93). Both primary and secondary sources were consulted. These documents were studied to establish what other scholars have already gathered about the study as stipulated in Mouton (2008:87): "You need to start with a review of the existing scholarship or available body of knowledge to see how other scholars have investigated the research problem that you are interested in". Moreover, a literature review needs to read as a dialogue with other researchers rather than a mere replication of the other people's writing (Silverman 2013:343).

Neuman (2006:111), Gilbert (2008:65), Craig (2009:57), McMillan and Schumacher (2010:74-75) highlight the crucial goals of a literature review as follows:

- **To demonstrate familiarity with a body of knowledge and establish credibility.** A review reveals what prior researchers know about significant issues. "A good review increases a

reader's confidence in the researcher's professional competence, ability, and background" (Neuman 2006:111).

- **To show the path of prior research and how a current project is linked to it.** It helps the researcher to identify what has been achieved and what needs to be done regarding the research area (Gilbert 2008:65). A review outlines the new directions that are worth investigating on the research topic and shows the development of knowledge (McMillan & Schumacher 2010:74). Moreover, a good review places the research project in context and demonstrates its relevance and significance by making connections to a body of knowledge.
- **A review pulls together and synthesises different results.** An excellent review points out areas where prior studies agree, where they disagree, and where significant questions remain (Neuman 2006:111). In a nutshell, literature review assists researchers to identify gaps in the research topic and helps them to focus their studies (Craig 2009:57).
- **To learn from others and stimulate new ideas.** A review shows what other researchers have already investigated so that a researcher can benefit from their findings. "A good review identifies blind alleys and suggests hypotheses for replication" (Neuman 2006:111). It reveals procedures, techniques, theoretical framework, and research designs necessary for conducting replications so that a researcher can better focus hypotheses and gain new perceptions (McMillan & Schumacher 2010:74-75). Over and above, a literature review explains the methods or research processes used and their effectiveness in the previous studies (Gilbert 2008:65).

A literature review as a data collection method was employed in this study because it helps one to learn much about the research topic (Gilbert 2008:64). It also helps to develop the searching and analytical skills necessary for a research project and to demonstrate this knowledge through a coherent and systematic text that helps to link what the researcher has learned from previously conducted studies. This pertains to what the researcher is researching for her project (ibid).

3.3 GENERAL CURRICULUM AIMS IN SOUTH AFRICA

The Department of Basic Education (2011a:4-5) outlines the general aims of the South African curriculum. These aims are stipulated in each CAPS document as follows:

Firstly, the National Curriculum Statement (NCS) Grades R-12 aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives, taking into consideration both local and global contexts.

Secondly, the NCS Grades R-12 equips learners, irrespective of their socioeconomic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values that are necessary for self-achievement. This encompasses meaningful participation in society as citizens of a free country. NCS further provides access to higher education; facilitates the transition of learners from educational institutions to the workplace; and provides employers with a sufficient profile of learners' competencies.

Thirdly, the NCS Grades R-12 is based on the following principles:

Social transformation: social transformation is aimed at ensuring that educational imbalances of the past are redressed and that

equal educational opportunities are provided for all sections of the population.

Active and critical learning: this type of education is aimed at encouraging an active and critical approach to learning.

High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and high, achievable standards are set in all subjects.

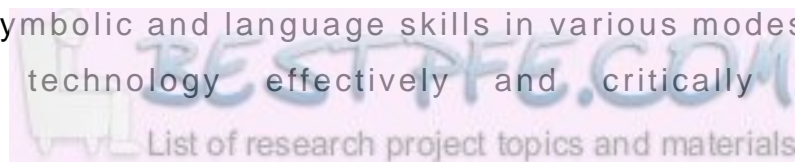
Progression: the content and context of each grade show the progression from simple to complex.

Human rights, inclusivity, environmental and social justice: this aspect is aimed at infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The NCS Grades R-12 is sensitive towards issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors.

Valuing indigenous knowledge systems: acknowledgement of the rich history and heritage of this country as an essential contributor to nurturing the values contained in the Constitution is promoted and lastly,

Credibility, quality and efficiency: the system aims at providing an education that is comparable in quality, breadth and depth to those of other countries.

Fourthly, the NCS Grades R-12 aims to produce learners that can identify, solve problems and make decisions using critical and creative thinking. NCS aims to work effectively as individuals and with others as members of a team; to organise and manage themselves and their activities responsibly and effectively. It is used to collect, analyse, organise and critically evaluate information. This includes the ability to communicate effectively using visual, symbolic and language skills in various modes, to use science and technology effectively and critically showing



responsibility towards the environment and the health of others. Lastly, NCS is used to demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

Finally, inclusivity needs to become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

Therefore, SMTs need to bear in mind these general aims in their endeavour to manage curriculum implementation. Both SMT and teachers need to work towards realising these goals by supporting optimum provision for effective curriculum implementation.

3.4 THE ROLES OF PRINCIPALS AS INSTRUCTIONAL LEADERS

The role of principals as instructional leaders is primarily the creation of effective schools (Leiva, Montecinos & Aravena 2016:1) since they are regarded as “primary sources of educational expertise” (Marks & Printy 2003:372). Botha (2013:195) maintains that the term instructional leader explicitly describes “the primary role of the principal in the quest for excellence in education”. Botha (2013:195) shows that the instructional leadership role of the principal includes three dimensions of the principal’s actions, each with specific tasks:

Dimension 1: Defining the school’s mission, this includes framing and communicating the school’s aims.

Dimension 2: Managing the instructional programme, this includes knowing and coordinating the curriculum and instruction,

supervising and evaluating instruction and monitoring learner progress.

Dimension 3: Promoting a positive learning environment by setting standards and expectations, protecting instructional time and promoting improvement.

Mafora and Phorabatho (2013:118-119) in support of Kruger (2003:246) and Botha (2013:199) suggest the core tasks of the principals in managing the implementation of the curriculum. These are the creation of a favourable educational environment; planning for curriculum implementation; organising teaching workloads and suitable resources. This includes leading the implementation of the curriculum, providing ongoing professional development, supervising and evaluating curriculum implementation and monitoring learner progress. These core tasks are discussed in detail in the following section.

3.4.1 Creating a favourable educational environment

“The principal has the primary responsibility for the creation of a safe, nurturing and supportive learning environment, which enables effective teaching and learning to take place” (Department of Basic Education 2014:7). A conducive educational environment is a precondition for effective learning and teaching to triumph (Mtsweni 2008:5). Moreover, the improper management of safety and security in schools impacts negatively on effective teaching and learning (Gina & White 2014:57). Therefore, principals need to ensure the maintenance of discipline in the school so that teaching and learning can take place in a safe and orderly environment. It needs to be borne in mind that a major intent of a school is to provide a safe and orderly environment in which learning and teaching can take place (Mestry & Khumalo 2012:97; Mtsweni 2013:57). In support of Mestry, Khumalo; and Mtsweni; Mafora and Phorabatho

(2013:118) contend that “the successful implementation of a curriculum depends on the school environment within which it is implemented”. The school environment needs to be characterised by an explicit vision and mission; and sound discipline.

According to Botha (2013:199), the principal needs to be able to define a school’s mission to the teachers, learners and the entire school community. This includes outlining and communicating the school’s principal’s goals to be achieved. The principal needs to, therefore, be able to build a good relationship between the school and the entire community by respecting and valuing the contributions of others. The school principal needs to realise that he or she is “responsible for promoting harmony and a sound work ethic within the school community and beyond” (Grobler 2013: S177). The school principal is responsible for promoting a positive work and learning environment (Kruger 2003:253; Mestry, Moonsammy-Koopasammy & Schimit 2013: S52).

3.4.2 Planning for curriculum implementation

According to Burden and Byrd (2013:8), planning for curriculum implementation involves the demonstration of the knowledge of content and teaching, learners, teaching goals, resources; designing consistent instruction and designing learner assessment. Besides the aspects above, the principal needs also to ensure that relevant and qualified teaching staff is recruited while ensuring that all structures that support teaching and learning are established and functional. An example could be subject committees and SMT. The principal needs also to ensure that the curriculum is budgeted at 60% of the school allocation. The financial resources may assist regarding Learning and Teaching Support Material (LTSM), infrastructure and other relevant resources.

3.4.3 Organising teaching workloads and suitable resources

According to Cole and Kelly (2011:17), organising is more concerned with the division of work, allocating duties, authority and responsibility, allocating resources to relevant departments or individuals, determining relationships between various teachers to promote cooperation and a collective effort to realise set objectives. The principal needs to, therefore, keep a profile for all teachers to delineate the distribution of work and duties. The principal also has to ensure that a general timetable accommodates all subjects and that all subjects have correct time allocations. Adequate Learning and Teaching Support Material (LTSM) need to be acquired and adequately managed to ensure the efficient utilisation of these materials.

It is the responsibility of the school principal to organise all the school activities and to align them with the anticipated goals. “The principal can influence learning through organisational management that involves ensuring teachers have the support they need to be successful in the classroom by allocating budgets and resources” (Mestry et al. 2013: S52).

3.4.4 Leading the implementation of the curriculum

According to Mafora and Phorabatho (2013:119), “the principals and SMTs must lead and guide teachers about correct content and method of implementing the curriculum in classrooms”. Therefore, in the process of leading and guiding, the principal needs to ensure that all curriculum policies and plans are developed and implemented as expected. Conversely, the principal needs to ascertain that the content offered by teachers conforms to NCS Grades R-12. Lastly, he or she needs also to ensure that the SMTs regularly visit teachers in their classrooms to provide support.

Most importantly, the school principal needs to work with HODs, deputy principals and senior teachers to ensure high learner attainment. Secondly, he or she needs to supervise teachers to do their duties diligently and manage their work effectively. Eventually, the principal needs to liaise with institutions of higher learning, private companies and community structures to uplift the quality of education within the school.

3.4.5 Providing ongoing professional development

In Clarke (2012:131) it is stipulated that besides the notion that teachers need to spend 1,720 hours on their various activities per annum, within those hours, 80 hours are set aside for professional development, outside their regular school hours. School principals need to provide opportunities for teachers' professional development (Li, Hallinger & Ko 2016:81) and encourage them to attend sessions that are organised by the circuit, district and provincial offices. It is essential that activities organised for teachers need to be linked to their real-life needs and experiences regarding teaching and learning processes. Teachers need also to be kept abreast of contemporary curriculum changes for individual empowerment. "An effective programme of staff professional development is a critical element of good teaching and learning" (Clarke 2012:131).

3.4.6 Supervising and evaluating curriculum implementation

Through evaluation, the school managers supervise the staff to see whether the set objectives have been achieved (Zengele 2013:22). This process may allow principals to reflect on their plans and make adjustments where there is a need. In the process, principals need to ensure that opportunities are provided for learners to acquire knowledge, skills and values and that they are assessed on that. Both learners and teachers need to honour their classes to make implementation of the curriculum possible. Moreover, supervising

and evaluating curriculum implementation may assist principals in identifying challenges and good practices (Mafora & Phorabatho 2013:119).

3.4.7 Monitoring learner progress

Principals have a responsibility to monitor learner performance, give feedback and take corrective measures. They have to discuss with staff analyses of learners' results and plan improvement strategies for improved learner achievement. In this process, principals have the opportunity to monitor and review the efficacy of the assessment forms and tools used to collect and measure learners' performance (Clarke 2012:252).

In managing curriculum implementation, principals need to ensure that they adhere to regulations and policies governing the school curriculum to allow effective teaching and learning. Moreover, Bush, Joubert, Kiggundu and Van Rooyen (2010:162) concur that the core purpose of principalship is to provide sound leadership and management in the school. This assists to enable high-quality teaching and learning to take place to improve learner achievement. Principals function as stewards by being vigilant managers in their schools (Ornstein, Pajak & Ornstein 2011:263). According to Webster (in Ornstein, Pajak & Ornstein 2011:263), to 'manage' means "to handle, to control, to make submissive, to direct an organisation". As a supervisor, the principal acts in *loco parentis* in relation to learners, ensuring that their welfare is catered for. The principal also acts as a steward, guarding and protecting the school's vision and mission (ibid). When principals practice leadership as stewardship, they commit themselves to building, serving, caring for, and protecting the school and its purpose.

3.5 THE ROLES OF SMT AS CURRICULUM MANAGERS

SMTs have various responsibilities concerning the professional management of the school, which includes managing curriculum implementation. The SMT is responsible for managing all activities concerning the delivery of quality education but under the leadership of the school principal (Joubert & Bray 2007: 20). This implies that both SMTs and principal share their responsibility for managing curriculum implementation (Bush et al. 2010:164). SMT has a responsibility to encourage effective teaching and learning. It is, therefore, crucial that SMT “need to be more knowledgeable, professionally and administratively competent, as well as resourceful to complement the efforts of the provincial department towards achieving the goals of the schools and districts” (Lumadi 2012: S133). The researcher also argues that SMTs are regarded as the custodians of the quality of teaching and learning in their schools. Nwangwa and Omotere (2013:165-166) maintain that, due to changes in the education system, the SMTs’ fundamental roles in a school now include:

3.5.1 Managing academic and administrative affairs of the school

The SMT is expected to plan for and direct all activities within the school (Lumadi 2012: S121). They are responsible for the effective management of the school by planning and ensuring that there are adequate resources and well-qualified staff. They need to embark on a time-tabling process at the end of each year in preparation for the upcoming year so that each teacher knows what is expected of him or her in the following year. This gives teachers ample time to prepare themselves thoroughly before the commencement of classes every year. It is the core function of the SMT to re-equip the teachers for the task ahead. The procurement of Learning and

Teaching Support Materials (LTSM) needs also to be conducted beforehand.

The SMT need to ensure the collaborative curriculum planning within their scope of operation, and organise and hold regular subject meetings with teachers who belong to their departments. Furthermore, they need to work collaboratively with teachers and support them for effective teaching and learning.

3.5.2 Creating a conducive environment for teaching and learning

The core function of the school is teaching (Kruger 2003:249). The SMT needs to ensure then that effective teaching and learning prevails against all the odds. According to Rogers (2002:40), the golden rule of maintaining discipline is to realise that proper discipline is a natural consequence of good teaching. If teachers teach effectively by making the work clear and exciting and helping learners to stay 'on task' by keeping them involved in the lesson and helping them when they have problems with the work, discipline may be the norm.

Great lessons begin by understanding outcomes (Mendler, Curvin & Mendler 2008:69). According to these researchers, teachers need to know precisely what they intend to teach and what they need to achieve through particular lessons. Therefore, it is imperative for a teacher to have a reason and a purpose for everything done in the classroom.

Oosthuizen (2010:5) further stipulates that to be an effective teacher who succeeds in inculcating good discipline in their learners, teachers have to possess three sets of skills. Firstly, they must be masters of their subject. Secondly, they have to know how to present their subject in such a way that lessons may progress

smoothly and the learners' attention is retained. Lastly, they need to have group management skills.

Maintaining discipline is, in a large measure, a by-product of good teaching. An excellent curriculum is necessary for maintaining order (Porter 2007:35). Schools need to, therefore, ensure that an excellent curriculum is offered to arouse learners' interests. It needs to be the duty of each teacher to ensure that the lessons are prepared interestingly. Various methods of teaching need to be employed to make teaching and learning more interesting. Consequently, learners could find a reason for being cooperative and well-disciplined.

In fulfilling their primary task, SMTs need to curb instances of disciplinary problems by planning how to deal with them. Clarke (2012:93) suggests that in their endeavour to enhance school discipline, SMTs need to create an environment conducive to teaching and learning. Colvin (2010:1) maintains that one of the significant challenges facing teachers today is the continuous need to deal with learner behaviour. It is evident that ineffective discipline management in schools could eventually jeopardise the efficacy of the curriculum implementation (Ntuli 2012:v). The goal of discipline in schools is to create an environment conducive to learning and teaching; and ensuring the safety of staff and learners (Joubert, De Waal & Rossouw 2005:208). In addition, Colvin (2010:63) concurs that effective teaching and learning takes place in a calm, orderly, safe and respectful environment.

SMTs need to be proactive; they need not wait for challenging behaviour to happen before they contemplate dealing with it (Leaman 2005:23). It is imperative that they develop a discipline plan to avoid hasty, timid or hostile responses to learner misbehaviour (Porter 2004:25). Thus, effective education and

management are not things that happen by chance – they have to be planned (Oosthuizen 2010:4). The plan needs to consist of rules, positive recognition and consequences that result when learners do not follow the rules.

Therefore, Zengele (2013:180-181) stipulates that to carry out the task of moulding a learner into a responsible adult; the following school functions pertaining to learner discipline need to be well managed and controlled by SMT.

Planning involves the establishment of a vision and mission statement. This, needs also to include disciplinary or corrective measures in cases of misconduct and even a policy that may guide learner discipline.

Organising which involves the hierarchical structure of the school management. This, needs also to incorporate the delegation of functions regarding learner management.

Giving direction: This involves the communication of strategies that are meant to curb disciplinary problems within the school. Learners need to know precisely what is expected of them for the achievement of the anticipated goals.

Exercising control: The SMT needs to evaluate the success of those planned activities. This may assist them in deciding whether the activities need to be improved or not.

Formulating a code of conduct for learners: The School Governing Body (SGB) needs to develop a code of conduct whereby learners become part of its formulation. This is supported by Section 8 of the South African Schools Act (84 of 1996), that the governing body of a public school must adopt a code of conduct.

Most importantly, it is essential for schools to have rules to control the learners' behaviour in schools (Ndamani 2008:183). Accordingly, these set rules may assist in solving disciplinary

problems that are experienced within the school. Over and above, clear boundaries in the form of school rules may show learners what they need to and ought not to do. Moreover, it is evident that managing discipline and curriculum implementation may lead to effective teaching and learning.

3.5.3 Monitoring teachers' and learners' performance

The SMT needs to conduct the monitoring of the performance of teachers and learners of the school using the National Education Policy Act no 27 of 1996 as a guideline. Monitoring performance includes class visits, observing, evaluating their work and in turn giving them feedback and support they might require (Bush et al. 2010:165). Teachers may also be expected to contribute to the evaluation of individual professional development activities and adhere to the Staff Development Plan thereof.

In some cases, subject improvement plans may be necessary, and SMT may, therefore, oversee a process of developing such plans by the concerned subject teachers especially those whose subjects are underperforming. Regular teacher-parent meetings, where the performance of learners is discussed need to be encouraged in an effort to reduce underperformance.

3.5.4 Maintaining the school assets and infrastructure

The SMT has a responsibility to see to it that the school assets and other infrastructures are well maintained and managed. They need to establish a system for gathering data on items that need to be repaired or replaced (Clarke 2012:374). They need to ensure that there is an effective 'stock-taking' system for proper management of the school assets. The maintenance plan needs to be drawn up and implemented to keep school facilities in an optimal working state. The SMT can externally source for funds from the community

and alumni body to improve school facilities. Fundraising may augment the school funds.

3.5.5 Providing continuous training and development of teachers

The staff development and training at school is aimed at increasing teacher effectiveness regarding curriculum implementation. “Professional development works effectively where there is a common commitment to personal improvement through professional development and to the sharing of resources, including ideas, skills and time” (Clarke 2012:132). Consequently, SMTs must ensure the provision of continuous training and development of the teachers, particularly on curriculum implementation. It is their responsibility to encourage teachers to attend meetings and workshops organised by the curriculum advisers, education specialists and other relevant stakeholders within the circuit, district and province. SMTs need to respond to the professional development needs of subject teachers as indicated in feedback from their IQMS.

It is recommended that SMTs organise school-based workshops whereby they may lead and guide teachers about the relevant content and approaches to implementing the curriculum in classrooms (Mafora & Phorabatho 2013:119). By facilitating continuous training and development, SMTs are educating teachers in the curriculum, team building, resource development and management. It also assists in improving teaching, leadership and management skills. Teachers have to ensure that they become lifelong learners. As Msila (2011:446) indicates, due to incisive education change, staff must display the importance of lifelong learning by engaging in ongoing self-development by using opportunities for enrichment and innovation. Moreover, teacher development needs to be seen as a continuous process that is aimed at effective and efficient curriculum implementation that may

lead to the increasing learner and school improvement (Agi & Harrison 2016:146).

3.5.6 Compliance with the conditions of service

Compliance with the conditions of service for teachers as set by the Department of Basic Education needs to be completely guaranteed. Teachers must teach the subjects, grades, and phases they are best qualified for (Clarke 2012:230). Therefore, SMTs must ensure that only qualified teachers are assigned to teach.

3.5.7 Supervising curriculum implementation

The SMTs must ensure that strict implementation of the curriculum in line with the guidelines of the Department of Basic Education purposefully meet specific national goals. A school's efficacy is guaranteed by effective supervision and monitoring (Nengwekhulu 2012:346). The SMTs must, therefore, closely monitor the implementation of the curriculum and emphasise the importance of effective curriculum and teaching practices regularly. They need to observe classes, monitor lessons and evaluate the assessment materials used at schools. The SMTs need to make certain that all teachers in their departments have all required policy documents. They must also regularly check compliance with departmental policies and plans to safeguard effective curriculum implementation. Concisely, the SMT has the responsibility to empower, develop, support and equip staff with knowledge and skills that may make them better curriculum implementers.

3.6 FACTORS WHICH IMPACT NEGATIVELY ON CURRICULUM IMPLEMENTATION AND MANAGEMENT

Per sources consulted, various impediments impact curriculum implementation and management. Therefore, this section explores

different challenges in the implementation and management of the curriculum. Some of these factors are discussed in the next section.

3.6.1 Teacher attitudes and insubordination

Materechera (2014:189) in her chapter 'Challenges in the Implementation of Inclusive Education', shows that changing one's mindset is very critical when dealing with change. This is very true because teachers, too, need to properly channel their minds into dealing with changes effected by curriculum implementation. Teacher attitudes have a profound impact on learner performance. The more content they are, the more they may have a desire to engage in effective curriculum implementation.

3.6.2 Lack of resources

Lack of relevant resources has been seen as one of the obstacles to curriculum implementation (Ndou 2008:35; Mathaba, Dorasamy & Parker 2014:66). Therefore, the SMTs need to ensure that it provides teachers with relevant teaching and learning support materials (LTSM) for effective learning (Agi & Harrison 2016:148). This implies that SMTs need to ensure the availability of teaching and learning resources namely, textbooks, kits (Mathematics, Science kit), charts, posters, digital resources which include CDs, DVDs, and data projector, computers, printer, photocopier, library books and educational toys and games. Every school needs to have sufficient curriculum resources to support teaching and learning effectively.

These resources need to be managed and maintained expertly to prolong their lifespan. Over and above, the Department of Basic Education needs to provide schools with financial support to accomplish their mission, of effective teaching and learning (Mogashoa 2013:140). Ndou (2008:72) highlights that the lack of resources has a negative impact on the SMTs' management

responsibilities, especially curriculum implementation. It is apparent that curriculum implementation and management is affected by the insufficient provision of LTSM (Msila 2011:441; Mafora & Phorabatho 2013:122).

3.6.3 Insufficient training

Mafora and Phorabatho (2013:121) identify inadequate training of principals, SMTs and teachers as one of the significant challenges in curriculum implementation and management. It was indicated that they were not thoroughly trained on the implementation of CAPS, which hampers effective teaching and learning. Based on this perspective, there is still a need for continued training until everyone is confident about what is to be done (Ndou 2008:36). This argument suggests that monitoring and support by SMTs are vital to ensure proper curriculum implementation. Tirado and Barriga (2016:19), in their study conducted in Mexico, also concurred that training plays an essential role in the inception of a new curriculum.

3.6.4 Limited content knowledge

Prior studies have revealed that limited content knowledge is one of the factors impeding effective teaching and learning. This has led to the Integrated Education Programme (IEP) which was aimed at improving learner performance in South Africa (Mabogoane 2013:260). Mabogoane further confirms that IEP was meant to ensure that teachers have the necessary content knowledge for effective curriculum implementation (ibid). The IEP tests, which were administered to teachers ranging from Grades 1 to 6, revealed that teachers had a low content of knowledge (Taylor 2008:11).

3.6.5 Workload

Increased teachers' workload has a negative effect on the school's efficacy. Teachers also feel that an increased workload interferes with their work effectiveness (Clarke 2012:130). Moreover, Legotlo (2014:186) also affirms that heavy workloads result in teachers' discontentment.

3.6.6 Poor learner discipline

Ntuli (2012:2) argues that poor learner discipline is currently one of the thorny issues, which have a negative impact on curriculum implementation. The SMT is struggling to manage the curriculum implementation due to escalating disciplinary problems in schools. It has also become increasingly difficult for teachers to ensure discipline in schools (Maphosa & Shumba 2010:397). Moreover, poor discipline impacts negatively on learners' performance (Masitsa 2008:234).

3.6.7 Staffing

Legotlo (2014:11) unequivocally proves that "the implementation of the posts provisioning policy is still a challenge to schools and a major de-stabiliser in the teaching force". This includes the implementation of redeployment that takes place every year. In the process, some schools are left with vacancies, which may take time to be filled. The implementation of this process leads to instability in schools (Mafora & Phorabatho 2013:122). Consequently, effective teaching and learning may not take place where there are no teachers.

3.6.8 Overcrowded classrooms

Materechera (2014:187) points out the frustration that overcrowding can cause in schools. “Large classes hinder individual attention and participatory learning” (ibid). It is evident that overcrowded classrooms affect effective teaching and learning (Ndou 2008:71). In an overcrowded classroom, teachers are unable to attend to individual learners appropriately. Learners with learning barriers are the ones who usually bear the consequences.

3.6.9 Time management

In Msila’s study (2011:442), it emerged that time management was one of the most challenging aspects of SMTs’ responsibilities. Time management is essential in curriculum implementation and management. Therefore, allocated teaching time needs to be utilised effectively to address the issue of content coverage and time on the task. Time needs to be planned for and used effectively for proper curriculum implementation and management.

3.7 TEACHER DEVELOPMENT AND SUPPORT

The challenges in curriculum delivery and management as indicated in the previous section resulted in various initiatives to develop teachers so that they could teach effectively (Carrim 2013:50). “Professional development of teachers is a cornerstone for the provision of quality teaching and learning in an education system in a country” (Tsoetsi & Mahlomaholo 2013:89). It is evident that teacher development is a significant process that aims to enhance teachers’ efficacy, to assist them in working towards the planned school’s vision and mission. Its effectiveness benefits the entire school community by yielding the best results. Therefore, it is imperative for schools to ensure Continuous Professional Teacher Development (CPTD) and support because, in the absence of such,

teacher training becomes stagnant, and teachers become professionally undeveloped (Msila 2009:552). It is also proven that CPTD augments both teacher practice and learner performance (ibid).

According to Singh (2011:1633), staff development needs to mainly focus on “managing and implementing the curriculum, develop ‘team-spirit’, policy development, drawing a Staff Development Plan and implementing quality assurance policies”. The principal, as one of the SMT members, needs to manage professional development programmes and activities of the staff. These activities need to be based on the school’s needs. If there is a change in the curriculum, the SMT needs to organise follow up workshops. The Department of Basic Education (2011b:8) emphasises that SMTs need to carry out the following responsibilities for effective teacher development. SMTs need to ensure the induction and orientation of beginner teachers, plan and implement high-quality staff training programmes and Continued Professional Development. They have to assist teachers to develop and achieve objectives, which satisfy the needs of the learners and the school. They need to ensure the mentoring and support of all teachers including, those who are underperforming. SMTs have to ensure that the Integrated Quality Management System (IQMS) is implemented efficiently and adequately managed. Finally, they have to ensure a conducive environment for reflective practices and the sharing of expertise among teachers.

Clarke (2012:131 – 132) highlights the characteristics of schools with successful staff development programmes as explained in the following sentence. Schools have a norm of collegiality and continuous improvement with structures that support school improvements. The staff also believes in collaborative work and shared goals while there is an environment which encourages

regular discussions on teaching practice and promotion of informal communication to achieve coordination. There is continuous staff development which includes personal skills improvement, formal training programmes, sharing of knowledge by both teachers and administrators. Administrators and teachers use a variety of formal and informal processes for monitoring progress and identifying impediments to such progress. This includes determining how they can overcome them and knowledge, expertise and resources, including time which is a prerequisite to effective staff development.

Clarke (2012:131) further maintains that a successful staff professional development programme positively contributes towards effective teaching and learning. This indicates that CPTD has an undeniable impact on the school's efficacy. Briefly, ongoing teacher development intensifies productivity. Furthermore, the entire staff, including management teams, need to engage in self-development programmes because, if not, the school may suffer from dormant staff who are not visionaries and lifelong learners (Msila 2011:447). It is also evident that staff development heightens teacher attitudes, performance and skills (Singh 2011:1633). Moreover, the effectiveness of these CPTD programmes depends on systematic planning and organisation (Nengwekhulu 2012:345; Agi & Harrison 2016:149).

3.8 INDUCTION OF NOVICE TEACHERS

There are different meanings attached to the concept of 'novice teacher'. For this study, novice teachers are inexperienced teachers who have three years or less in the teaching profession (Matsebane 2015:12). The induction of beginner teachers aims at assisting the newly appointed teachers in settling into the working environment; to facilitate the development of their professional and

academic skills; and to ensure rapid productivity (Dishena 2014:26). This stage is crucial to all teachers because here novice teachers meet their first challenges as teachers and they must learn to deal with them professionally. At this stage, teachers are expected to put their theory into practice, that is, prepare lessons to be presented, discipline learners, manage their classrooms, assess learners' progress, acquaint themselves with the school policies and communicate with parents. This initial stage of practice may be a difficult period for novice teachers and they, therefore, need support.

According to prior research, the induction of beginner teachers was not properly conducted. Steyn (2004:82) who indicates that the induction of novice teachers was not given the priority it deserved, confirms this. Most prior studies show that induction and mentoring of beginner teachers failed dismally due to the haphazard planning of induction programmes (ibid). For novice teachers to adjust under these circumstances, schools need to mentor and organise induction programmes for them. If beginner teachers can be mentored during their first years of teaching, the school may be doing itself a favour because effective learning and teaching may take place without any hiccups.

Moreover, Hobson (2009:299) also agrees that proper induction results in a wide range of benefits for the school, for example, increased self-esteem, morale and job satisfaction, enhanced self-reflection and problem-solving abilities. This includes enhancement in the management of the classroom, behaviour, time and workload. In addition, Clarke (2012:128), affirms that "the development of formal induction and mentoring programmes for new and beginner teachers is a critical element in the development of a competent and committed teaching staff and to the establishment of a school environment which is conducive to a high standard of teaching and learning". Schools need to, therefore, institute a policy on induction

and mentoring of beginner teachers and adequately plan for the anticipated programmes' effectiveness. Moreover, its effectiveness may benefit the entire education community (ibid).

3.8.1 Problems experienced by novice teachers

Whitaker (2001:2-3), as supported by Steyn (2004:85-87), Kempen (2010:39-40) and Matsebane (2015:20-22) identifies several challenges that can be experienced by beginner teachers.

(a) An inability to transmit theory into practice

Beginner teachers find it difficult to apply knowledge, skills and concepts they have acquired from college into classroom practice because they are faced with different situations including unknown staff, learners, curriculum, school policies, procedures and unfamiliar norms. This extraordinary situation may result in information overload that makes novice teachers experience reality shock.

(b) A lack of preparedness regarding teaching demands

These researchers maintain that novice teachers lack preparation for many of the difficulties and demands of teaching. They lack teaching knowledge and skills required for classroom management and discipline, lesson planning, teaching methods, assessment, handling workload, utilising CAPS documents properly, using workbooks and pacing their work. Moreover, there is an outcry by the novice teachers that pre-service has not prepared them for real teaching practice.

(c) Unwillingness to associate with other staff members

These prior studies indicate that beginner teachers keep themselves isolated from other staff members due to the lack of confidence and proficiency. Their fear causes them to seek assistance from experienced teachers infrequently. They also feel that their colleagues do not provide them with the necessary support they need to fulfil their daily duties. Therefore, this may result in emotional, social and professional isolation.

(d) The inability to cope with initial teaching, workload and lack of resources

Another challenge that novice teachers undergo is the difficulty of the initial teaching task and the insufficient resources provided. The novice teachers are usually given an excessive workload as compared to their experienced colleagues. Previous researchers contend that these novice teachers are given tremendous workloads that they are unable to manage and those tasks include teaching responsibilities, extramural activities and administrative work.

(e) Unrealistic expectations

Unclear and confusing expectations from all stakeholders, in particular, principals, colleagues, parents and learners, also leave novice teachers confused and believing that they cannot perform their duties correctly. According to the prior studies, these challenges often leave the novice teachers doubting their teaching effectiveness by the end of the first year of teaching. This may affect the teachers' social well-being and their learners' performance.

3.8.2 Ways of assisting novice teachers

According to previous studies, novice teachers could be assisted by conducting induction programmes to improve teaching and learning (Matsebane 2015:51). These programmes need to be planned sequentially to ensure that the support provided is appropriate for their current needs (Clarke 2012:127). Such induction programmes can be extended to at least two years even though comprehensive induction support is still a challenge in most schools (Matsebane 2015:22). According to Whitaker (2001:10-12), Steyn (2004:88-92), Kempen (2010:60, 101&103), Van Niekerk and Dube (2011:252), Clarke (2012:127), Dishena (2014:32-34), and Matsebane (2015: 23-24 & 51), beginner teachers can be assisted as follows:

(a) Orientation

The newly appointed teachers need to be given an opportunity to visit the school before they commence work to discuss their job description with the SMT, mentor and subject leaders. They also need to be given a copy of their key responsibilities and their timetable. School policies and procedures may also be discussed.

The novice teacher needs to be introduced to staff members, including key staff members, the principal, deputy principal, HODs, librarian and school clerk. The beginner teacher ought to be allowed sufficient time to explore so that the teacher can adjust quickly to the environment. A guided school tour needs also to be provided where a novice teacher is shown how to access essential resources such as classrooms, toilets, parking, library, staffroom, keys, telephone, locker, photocopying including teaching and learning resources.

(b) Monitoring and support

A novice teacher needs to be monitored and supported by checking with him or her weekly to give an opportunity to ask questions and get clarification on work-related matters where there is a need. The beginning teacher needs also to be allowed to observe more experienced teachers and then discuss what was observed and what the novice teacher has learned from the observation so that the teacher may refine his or her teaching skills. This may also allow them to share their expertise to broaden their knowledge. Observing and providing feedback is also essential. The teachers need to know what they are doing right as well as areas in which they could improve. Feedback and support may assist the beginner teachers in maintaining the standard and improving what is lacking.

They need to be assisted with education policies, procedures, and paperwork. Policies and procedures of the school need to be explained to the teacher so that what is expected is clear. Such teachers need to be assisted with their paperwork like controlling registers, preparing lessons, assessing, recording and reporting. More extended meetings need to be scheduled at least once a month to address issues of concern to the beginning teacher and to review their progress. More interminable meetings are of much assistance since some of the challenging issues need more time to be dealt with. They need to be continuously encouraged and supported so that they can be free to try new ideas without any fear of disapproval.

(c) Curriculum

The SMT needs to introduce the teacher to available materials and other resources. It may be easy for the teacher to seek relevant information if he or she knows the materials that are on hand. They need to assist the beginning teacher with scheduling, planning, and

organisation and management systems. Experienced teachers need to assist beginner teachers in developing lesson plans, schedules and how to assess and manage their workload. The SMT needs to consult with the novice teacher regarding the curriculum and instruction. In that way, the teacher may be assisted to apply the various teaching methods and strategies.

(d) Discipline in a school

The SMT needs to consult with the beginning teacher regarding discipline. The teacher needs to be informed about how discipline is maintained at the school and they ought to be encouraged to ask for assistance.

3.9 MANAGING TEACHING AND LEARNING IN SCHOOLS

Managing curriculum implementation is a crucial area of management for SMTs (Bush et al. 2010:162). The primary purpose of curriculum management is to help ensure that all learners obtain desirable outcomes, based on their education. Bush et al. (2010:163) further show that the task of managing curriculum delivery is shared among principals, SMTs, Heads of Departments (HODs) and classroom teachers. Accordingly, teachers manage the teaching and learning process in their classrooms, HODs ensure the effective teaching and learning in the subjects they are leading, while SMTs including the principal, play a supervisory role. To manage to teach and learn effectively, the SMTs need to focus on the components of curriculum implementation that are explained below.

3.9.1 Curriculum policies

The Department of Basic Education (2011a:3) declares that The National Curriculum Statements (NCS) Grades R-12 need to

represent a policy statement for learning and teaching in South African Schools. Therefore, a policy for teaching and learning must be comprised of Curriculum and Assessment Policy Statements (CAPS) for all approved subjects. Again, it consists of National Policy Pertaining to the Programme and Promotion Requirements of the NCS Grades R-12 (NPPPR). Finally, it also comprises the National Protocol for Assessment (NPA) Grades R-12.

These are the primary national policies, which govern curriculum implementation. Therefore, schools need to ensure their effective execution. Nevertheless, there are also policies, which need to be developed at the school level to guide the implementation of the curriculum namely; teaching and learning policy, subject policies and assessment policy. So, SMTs need to ensure that all policies about the curriculum are developed and implemented since they need to take a leading role in curriculum policy formulation and implementation (Van Wyk & Marumoloa 2012:109).

3.9.2 Resource allocation and management

Khoza (2012:75) describes a resource as “anything that facilitates or initiates learning or any person or thing that communicates learning”. It is evident that to achieve anticipated curriculum goals; managers need appropriate Learning and Teaching Support Material (LTSM), teachers, infrastructure and resources. Ndou (2008:44) also supports the view that managers need both human and material resources to achieve their management tasks. In terms of human resources, the SMT needs to keep profiles of all teachers to inform the distribution of work and duties. They need to allocate subjects to all teachers guided by their profiles. These human resources are used for effective and efficient curriculum implementation (Ndou 2008:16).

In relation to material resources, the SMT needs to ensure the availability of LTSM, for example, workbooks, textbooks and teaching aids. In addition, the SGB needs to make a provision in the school's budget for the curriculum, for example, LTSM and staff development and ensure that the curriculum receives the required percentage of the budget, which is 60% of the allocated school funds. Over and above, the SMT needs to thoroughly manage and supervise activities against the budget (Ndou 2008:44) to ensure the effective use of resources; both financial and material.

3.9.3 School-based workshops

As mentioned in Section 3.6.5, SMTs must organise school-based workshops whereby they may lead and guide teachers concerning the relevant content and approaches to implementing the curriculum in classrooms (Mafora & Phorabatho 2013:119). Teachers need also to ensure that they attend those planned workshops for their professional development.

3.9.4 Class visits

Class visits aim to ensure that teachers address prescribed content as specified in the CAPS documents. Another purpose is that teachers may create a conducive environment for teaching and learning by having a well-disciplined class and engaging learners throughout the learning process (Msomi, Van der Westhuizen & Steenkamp 2014:805). This includes ensuring that classroom displays are exciting and presentable (Savage & Fautley 2013:29). Besides monitoring and evaluating teachers' work, class visits are also meant for supporting and empowering them. The SMT and teachers can achieve all these through proper planning. Msomi, Van der Westhuizen and Steenkamp (2014:805), through a study they conducted, revealed that teachers did not wholly understand the

implementation of curriculum policies, lacked content knowledge and did not plan their work as expected. Their study shows that, if not well monitored and supported, teachers may continue committing mistakes and this might impact negatively on quality teaching and learning. Therefore, the SMT needs to ensure that the lessons that are presented are CAPS-compliant.

3.9.5 Lesson planning

Ndou (2008:80) maintains that managing lesson planning is one of the critical roles of the SMT. According to Savage and Fautley (2013:142), planning can be divided into three sections, namely, long-term, medium-term, and short-term. Short-term planning is linked to lesson planning whereby an individual teacher prepares his or her daily subjects' teaching and learning activities. When teachers embark on lesson planning, they need to know precisely what learners need to learn, why they need to learn that and which approaches to apply to assist them in achieving that (Savage & Fautley 2013:104). Thus, SMTs need to monitor lesson planning closely because planning for teaching is still a challenge in most schools (Mathaba, Dorasamy & Parker 2014:58&64).

3.9.6 Performance

Clarke (2012:226) considers the establishment of benchmarks as one of the critical roles of SMTs. The Department of Basic Education (2008:48) describes benchmarking as "an ideal standard against which performance is measured". Accordingly, the performance of the school can be evaluated about the school's previous results. The SMT, together with teachers, need to ensure that, after quarterly assessments and reporting, results are analysed and discussed. This may assist in supervising and re-evaluating the overall performance of learners against set targets

(Clarke 2012:252). The SMT analyses assessment results to identify curriculum gaps to develop the necessary attainment strategies. Most importantly, SMT and teachers need to work collaboratively in setting achievement targets. Ornstein, Pajak and Ornstein (2011:305) also highlight that schools that have successfully reduced the decline of learner performance often discovered efficient ways to monitor learner progress and provided specialised assistance.

3.9.7 Parental involvement

Lack of parental involvement is one of the factors that hinder teaching and learning in schools (Mathaba, Dorasamy & Parker 2014:66). The school principal needs to, therefore, provide parents with feedback on learner performance every term. The principal ought to organise an open day to allow parents to view and discuss the performance of their children with teachers. This may automatically encourage parents to be more actively involved in the education of their children. Moreover, this may entirely anticipate improved learner performance.

3.10 MANAGING LEARNER ASSESSMENT

Learner assessment needs to be well managed because “it is an important driver in education” (Department of Basic Education 2004c:20). This is supported by Mbelani (2008:100) who states that the National Curriculum Statements (NCS) put more emphasis on assessment as a critical tool that teachers can use to enhance the quality of teaching and learning in their classrooms.

3.10.1 What is an assessment?

Assessment is a process of collecting, analysing and interpreting information to assist teachers, parents and other stakeholders in making decisions about the progress of learners (Department of Basic Education 2011d:4; Burden & Byrd 2013:282).

3.10.2 The purpose of assessment

Burden and Byrd (2013:282) identify the purposes of assessment as follows: to diagnose learners' strengths and weaknesses, monitor learners' progress towards anticipated goals, assigning learners to suitable or relevant grades, the provision of learners with their performance feedback and motivating them.

In other words, the purpose of assessment is to measure learner progress and ensure that learners have acquired the necessary skills and knowledge for their specific grade (Mnguni 2013:8).

3.10.3 Types of assessment

According to the Department of Basic Education (2011d:4), Mnguni (2013:8) and Khoza (2015:193) assessment takes place in the form of both formal and informal assessment. Moreover, Burden and Byrd (2013:282) made an addition of a third type of assessment, pre-assessment which is baseline assessment, which also plays a critical role in the assessment of learners.

(a) Baseline assessment or Pre-assessment

The baseline assessment is used at the beginning of the new lesson to identify learners' weaknesses and strengths. It is also used to reveal the learners' prior knowledge and skills regarding the topic

at hand. This may assist teachers in reshaping their lesson preparation and presentation based on the information collected.

(b) Informal assessment or daily assessment

Informal assessment is also referred to as formative assessment (Savage & Fautley 2013:13). Informal assessment happens when learners are assessed throughout the lesson presentation. The teacher must adjust his or her presentation to accommodate what is revealed by the current situation while teaching. During this time, the learners' understanding can be tested through oral and written work. Informal or daily assessment may be as simple as stopping during the lesson to observe how learning is progressing. "It needs to be used to provide feedback to the learners and teachers, close the gaps in learners' knowledge and skills and improve teaching" (Department of Basic Education 2011d:5). Informal assessment helps to prepare learners for formal assessment, and teachers need to realise that greater emphasis must be put on the informal assessment. This type of assessment does not necessarily need to be recorded. The SMT needs to ensure that they audit learners' written work to check for the quality and quantity of work since these tasks prepare learners for their formal tasks.

(c) Formal assessment

Formal assessment, also termed summative assessment, provides teachers with a systematic way of evaluating how well learners are progressing in a subject and grade. This type of assessment occurs after the teaching and learning process. Summative assessment is used to determine the extent to which a learner has achieved at the end of a particular topic, unit or term. Feedback needs to be provided to the learners after assessment so that learners can know how well they have achieved and where to make improvements.

Examples of formal assessments include projects, assignments, case studies, oral presentations, demonstrations, performances, tests, examinations, and practical demonstrations.

Teachers are required to record learner performance in all formal assessment tasks. This type of assessment is used for promotion and retention of learners. It is, therefore, essential that all stakeholders know when learners are assessed, especially parents of learners, for support purposes. The teacher must submit the annual formal programme of assessment to the SMT before the beginning of the school year. This may be used to draw up a school assessment plan in each grade. The school assessment plan needs to be provided to learners and parents in the first week of the first term.

It is also essential that parents become conversant with the codes and descriptors used in learners' reports:

Rating code	Achievement description	Marks in %
7	Outstanding Achievement	80 – 100
6	Meritorious Achievement	70 – 79
5	Substantial Achievement	60 – 69
4	Adequate Achievement	50 – 59
3	Moderate Achievement	40 – 49
2	Elementary Achievement	30 – 39
1	Not Achieved	0 – 29

Table 3.1: Codes and descriptions for recording and reporting Grade R-12

3.10.4 Pre-moderation and post moderation

Moderation can be defined as the process of ensuring reliability and validity of an assessment task (Department of Basic Education 2011a:127). An assessment task needs to be checked for fairness.

So, it is one of the SMT' s roles to assure the quality of all tasks before they are written at school level; although, tasks may also be moderated at national, provincial, district and circuit level, especially external papers. Moreover, moderation ensures that the quality and standards of the School-Based Assessment (SBA) and external assessment have been met (Department of Basic Education 2011d:8).

Pre-moderation is the moderation of tasks before they are written. This is done to check on the quality of questions set for a particular grade. Post moderation is done after the administration and marking of tasks. The purpose of post moderation is to assure the quality of marking criterion, allocation and calculation of marks. Hence, pre-moderation and post moderation are integrals of assessment.

3.10.5 Promotion and progression

Promotion requirements for Grades R – 12, as contemplated in the National Policy about the Programme and Promotion Requirements (NPPPR) (Department of Basic Education 2011c:9, 17, 25 & 36) are as follows:

A. Foundation phase Grade R	B. Foundation phase Grade 1–3
1. Home language - 50% 2. Mathematics - 40% 3. Life Skills is not considered for promotion purposes.	1. Home language - 50% 2. First additional language - 40% 3. Mathematics - 40% 4. Life Skills is not considered for promotion purposes.
C. Intermediate phase Grade 4-6	D. Senior phase Grade 7–9
1. Home language - 50% 2. First additional language - 40% 3. Mathematics - 40%	1. Home language - 50% 2. First additional language - 40% 3. Mathematics - 40% 4. 40% in any other three of other required subjects.

<p>4. 40% in any other two of the remaining three approved subjects.</p> <p>Immigrant learners may be exempted from achieving one language provided they achieve in all three remaining approved subjects.</p>	<p>5. 30% in any two of the other required subjects.</p> <p>Immigrant learners may be exempted from achieving one language provided they achieve in all three remaining approved subjects.</p>
<p>E. Further Education and Training Band Grade 10–12</p>	
<p>(a) Achieved 40% in three subjects, one of which is an official language at Home Language level, and 30% in three subjects, provided the School-Based Assessment component is submitted in the subject failed.</p> <p>(b) Condonation of a maximum of one (1) subject will only be applied to a Grade 12 candidate in the final National Senior Certificate examination, if such a candidate requires a maximum of 2%, either to obtain a pass at 30% or 40%. Such a condonation may be applied in only one subject, provided the application of the condonation allows the candidate to obtain the National Senior Certificate qualification.</p>	

Table 3.2: Promotion requirements Grade R – 12

A learner may be progressed to the next grade if not meeting the promotion requirements to prevent the learner from being retained in any phase for longer than four years. Such learners, however, need necessary support so that they can achieve like others.

3.11 MONITORING, EVALUATION, AND SUPPORT

Monitoring is a process of regularly checking the progress of something whereas evaluation looks at the overall achievement of goals and objectives after a specific time (Department of Basic Education 2004b:14). Monitoring assists in identifying areas for

improvement. It is, therefore, necessary that the SMT needs to review teachers' work regularly to check on progress made and determining support to be provided. The purpose of support is to empower teachers to improve teaching and learning practices in their classrooms (Kruger 2003:252). The SMTs need to, therefore, regularly visit teachers in their classrooms, that is, conduct class visits to provide the support required. They need to ensure that feedback is immediately provided and discussed to determine development priorities. This proves that monitoring and evaluation help in future planning (Ndou 2008:48). In a nutshell, evaluation as a quality assurance instrument is used to check the school's efficacy (Mathaba, Dorasamy & Parker 2014:50). Furthermore, monitoring and evaluation "creates an opportunity for assessing the implementation of plans" (Lumadi 2012: S129).

The Department of Basic Education (2004b:15) maintains that monitoring and evaluation provide a useful tool of determining whether the set objectives are being achieved; the objectives are achieved within the identified time frames; there are areas which need to be improved, and the identified outcomes have been reached.

3.12 CURRICULUM MANAGEMENT PLANS AND RECORDS

3.12.1 Curriculum plans

One of the SMTs' responsibilities is to ensure that all policies about the curriculum are developed and implemented. To effectuate policies, plans need to be established for effective implementation of those policies (Department of Basic Education 2011b:46). There are various plans in the schools nonetheless; for this study, curriculum plans are the primary focus. According to the Department of Basic Education, SMTs need to ensure that a year plan is developed at the end of each year for implementation in the

following year. The year plan needs to integrate all activities from different curriculum plans, for example, assessment plan, School Improvement Plan (SIP), Academic Performance Improvement Plan (APIP) and management plans (Department of Basic Education 2011b:47).

Accordingly, the year plan needs to be informed by activities in the SIP, APIP, Integrated Quality Management System (IQMS) plan and the Staff Development Plan (SDP). Activities related to monitoring by the principal and SMTs, the development of policies and plans, class visits, moderation of formal tasks and analysis of learner performance have to be incorporated. All sporting activities and dates; dates for staff, SMT, SGB, departmental and RCL in secondary school meetings and duty lists for all members of the staff have to form part of the year plan.

Over and above, SMTs need to develop tools to monitor the implementation of those plans and policies and present reports during meetings. Feedback from those meetings may then inform their plans.

3.12.2 Curriculum records

Records are an essential means of accountability because they provide evidence of action and resolutions taken (Department of Basic Education 2011b:65). Curriculum records to be kept by the SMT include teachers' profiles, duty lists, minutes of the meetings, timetables, year plans, management plans, curriculum and assessment documents. The leave register, attendance register for learners, period register, IQMS records, teaching and learning policy, staff development policy and schedules are part of the curriculum records. It is critical to keep records in schools because

they provide a clear indication of what is available, which may, in turn, inform the SMT' s future planning.

3.13 IMPACT OF TECHNOLOGY ON 21ST CENTURY TEACHING AND LEARNING

The Department of Basic Education through the White Paper 7 of 2004, instigated a provision of Information and Communication Technologies (ICTs) in education to enhance teaching and learning in South African schools. This involved blended learning where face-to-face learning was combined with e-learning (Moodley, Singh & Cloete 2015:68). The initiative demands that teachers adapt their teaching methods to match 21st-century life. Prior research revealed that there is a visible gap between how learners live and how they learn (Akorede 2014:88). Twenty first (21st) century learners are more technology-inclined. Therefore, the introduction of ICTs in South African schools can be used to close the gap (Mdlongwa 2012:1). Moreover, the advent of ICTs in education bridges the digital divide worldwide (Department of Basic Education 2004c:6).

Prior research revealed that most teachers have never tried ICT in their classes due to the lack of ICT knowledge, skills and training (Makgato 2014:1286). The researcher further suggests that specific ICT skills need to be intensified for teachers to assist them in acquiring educational technology skills to be used for teaching and learning in their classrooms. This implies that SMTs need also to take the same path as the teachers to manage curriculum delivery which incorporates modern teaching methodologies effectively. Moreover, they need to view ICTs as “an essential transformative tool for education and training; and promote and support the use of ICTs in schools” (Department of Basic Education 2004c:26) to augment teaching and learning practices. Through this programme,

South African schools may be turned into organisations of quality teaching and learning for the 21st century (Department of Basic Education 2004c:6).

3.14 SUMMARY

In this chapter, various aspects relating to curriculum implementation and management were discussed. The reviewed literature reveals that managing curriculum implementation is crucial for the school's efficacy. Ineffective curriculum implementation has a negative impact on learner performance. As per the reviewed literature, SMTs need to ensure the creation of a favourable environment for teaching and learning. This includes proper planning and organisation of curriculum management activities and proper implementation of the curriculum. So, it is imperative that principals, HODs and senior teachers join forces in managing curriculum implementation in schools. The reviewed literature also outlined challenges that SMTs experience while managing curriculum implementation. These challenges happen to hamper their progress and plans. The general aims of the South African curriculum are also outlined for SMTs to work towards realising them by supporting optimum provision for effective curriculum implementation. The next chapter describes this study's research design and methodology.

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

In the preceding chapter, literature on curriculum implementation and management was discussed. In this chapter, components of a research methodology, which include the research paradigm, research design and research approach, are outlined. The selection of participants, data collection methods, data analysis procedures, triangulation, trustworthiness, and ethics of the methods are discussed in detail.

4.2 RESEARCH PARADIGMS

Paradigms are philosophical assumptions or worldviews (Punch 2011:27). Research paradigms are a set of beliefs that scientists hold about how a problem needs to be understood or addressed. Wahyuni (2012:69) also concurs that research paradigms “address the philosophical dimensions of social sciences”. A paradigm is informed by philosophical assumptions which include the nature of reality (ontology); ways of pursuing knowledge (epistemology); and how things are done (methodology) (Punch 2011:292; Wahyuni 2012:69).

This study was qualitative and embedded in a constructivist or interpretivist paradigm which is used to understand and describe human nature (Cohen et al. 2008:21). The interpretivists believe that the researcher and participants socially construct reality based on participants’ background, perceptions, beliefs and experiences (Wahyuni 2012:71). The interpretivist aims to study social reality from the people’s standpoints. Therefore, a phenomenological model of naturalistic inquiry categories was used to describe the meanings of a lived experience (McMillan 2006:26). McMillan

(2012:12) also concurs that a phenomenological study is used to understand the experiences of people, based on oral narratives and observations. This implies that a qualitative research approach with a phenomenological enquiry within a constructivist or interpretivist paradigm was employed for this study.

Constructivists believe that truth and the nature of knowledge are subjective (Wahyuni 2012:71) and, therefore, participants' views are highly valued and respected because an interpretivist paradigm aims to understand the subjective world of human experiences (Cohen et al. 2008:21). An interpretive paradigm was used to understand how SMTs manage curriculum implementation in primary schools.

4.3 QUALITATIVE RESEARCH APPROACH

Qualitative research can be defined as research that is dependent on narrative data (Mertler & Charles 2011:24). Its purpose is to understand social phenomena as they occur in natural settings (Hendricks 2013:4). It is used to describe and analyse people's social actions, opinions and observations (McMillan & Schumacher 2006:315). The qualitative approach is used when the researcher aims to understand human phenomena and investigate the meaning that people give to events. It is concerned with understanding the social phenomenon from the participants' perspectives (McMillan & Schumacher 2010:323).

According to Creswell (2007:37):

Qualitative research begins with assumptions, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and

places under study, and data analysis that is inductive and establishes patterns or themes. The final written report or presentation includes the voices of participants, the reflectivity of the researcher, and an elaborate description and interpretation of the problem.

The researcher used the approach since it allowed her to collect data in face-to-face situations by interacting with the selected participants in their natural settings, and this is supported by Gay et al. (2011:16) and Hendricks (2013:3). She visited the selected schools to collect data and interact with the selected participants. In qualitative research, the researcher usually works with information-rich descriptive data, collected through methods such as observations, interviews, journals and documents analysis (Mertler & Charles 2011:194). Qualitative researchers also keep field notes, often in natural field settings (Mouton 2008:107). Qualitative research is interactive, face-to-face research, which requires ample time to conduct interviews, observe, and record research processes as they occur naturally (McMillan 2012:12). In qualitative research, the natural and subjective components of the sample are emphasised. It is for this reason that qualitative research is also referred to as naturalistic research (Bogdan & Biklen 2007:4).

The researcher selected the qualitative approach to explore the behaviour, beliefs, perceptions and experiences of the participants regarding the management of curriculum implementation. She aimed to understand human phenomena and investigate the meaning that people give to events they experience. This view concurs with that of Fouche' and Delport (2003: 79) who state that the qualitative approach aims mainly to understand the meaning that people attach to everyday life. A qualitative research approach may enable the researcher to understand the phenomenon of

managing the curriculum implementation from the participants' perspectives.

Moreover, the research approach is usually contextual because it focuses on the individual case (or a small number of cases) in its specific context of meanings and significance (Mouton 1996:169). Since the researcher chose a qualitative approach, the focus was on a small number of individuals as opposed to the large numbers of participants in a quantitative approach. The focus was on SMTs which consist of the principal, deputy principal, HODs, subject heads and senior teachers. Consequently, four individual interviews and four focus group interviews were conducted.

4.3.1 Characteristics of a qualitative research approach

According to McMillan and Schumacher (2010: 321) as supported by Babbie and Mouton (2010:270), qualitative research is characterised by the following features:

- **Natural settings:** In qualitative research, the behaviour is studied as it occurs naturally (Bogdan & Biklen 2007:4). Qualitative researchers collect data where participants experience the problem under study, that is, at their site (Creswell 2009:175). Therefore, "research is conducted in the natural setting of social participants" (Babbie & Mouton 2010:270). This research was conducted at selected primary schools since the researcher needed to gather SMTs' perceptions, beliefs, and practices on the management of curriculum implementation in primary schools.
- **Context sensitivity:** Qualitative research is contextual and allows the explanation and understanding of participants' behaviour in their natural setting. "The main concern is to

understand social action in terms of its specific context (ideographic motive) rather than attempting to generalise to some theoretical population” (Babbie & Mouton 2010:270).

- **Direct data collection:** Qualitative researchers collect data directly from the source. They collect data themselves through examining documents, observing participants through participant observation and non-participant observation, and conducting interviews (Creswell 2009:175). Thus, the qualitative researcher is the “main instrument” (Babbie & Mouton 2010:270) or “key instrument” (Creswell 2009:175) in the research process.
- **Rich narrative descriptions:** Qualitative research comprises detailed narratives that provide an in-depth understanding of behaviour. In qualitative research, every detail is recorded to assist in a better understanding of participants’ behaviour. The primary aim of qualitative research is in-depth (“thick”) descriptions and understanding of actions and events (Babbie & Mouton 2010:270).
- **Process orientation:** The qualitative researcher needs to know how and why behaviour occurs. The focus is, therefore, on “process rather than outcome” (Babbie & Mouton 2010:270).
- **Inductive data analysis:** Generalisations are induced from synthesising gathered information; this means the data are gathered first and then synthesised inductively to generate generalisations. “Qualitative researchers build their patterns, categories, and themes from the bottom up, by organising the data into increasingly more abstract units of information” (Creswell 2009:175). This inductive process illustrates working back and forth between the themes and the database until the researcher has established a comprehensive set of themes. This implies that the research process is often “inductive in its

approach, resulting in the generation of new hypotheses and theories” (Babbie & Mouton 2010:270).

- **Participant perspectives:** The focus is on participants’ understanding, descriptions, beliefs, and meanings. The goal of qualitative research is to understand participants from their point of view, in their voices. In qualitative research “the participant’s perspective (the “insider” or “emic” view) is emphasised” (Babbie & Mouton 2010:270). Therefore, in qualitative research, the researcher focuses on the meaning that the participants hold about the problem under study, not the meaning that the researcher brings to the research or that other researchers have expressed in the literature (Creswell 2009:175).
- **Emergent design:** The design evolves and changes as the study takes place. This means that “the initial plan for the research cannot be tightly prescribed, and all phases of the process may change or shift after the researcher enters the field and begins to collect data” (Creswell 2009:175). For example, the questions may change, the forms of data collection may shift, and the individuals studied and the sites to be visited may also change.
- **Complex understanding and explanation:** “Understandings and explanations are complex, with multiple perspectives. Central to qualitative research is the belief that the world is complex and that there are few simple explanations for human behaviour” (McMillan & Schumacher 2006:324). Complex methods and explanations are key to qualitative research and help in capturing the true meaning of what has occurred. These lead researchers to examine multiple perspectives. “This involves reporting multiple perspectives, identifying the many

factors involved in a situation, and generally sketching the larger picture that emerges” (Creswell 2009:176).

4.4 RESEARCH DESIGN

A research design is a plan which enables the researcher to make and communicate with others, decisions regarding how he or she proposes to conduct a study. It explains how information may be collected from participants, how participants may be selected, how the collected information is to be analysed and how findings may be communicated (Kumar 2014:123). This study was qualitative. It, therefore, retained an emergent nature in that it remained flexible and evolved during the study (McMillan 2012:277). Furthermore, data collected in the field was used to generate a theory that explains a central phenomenon, namely, that of managing curriculum implementation at selected primary schools in the Sekhukhune District of Limpopo Province (McMillan 2012:283).

Qualitative research is interactive, face-to-face research, which requires the researcher to conduct interviews, observe, and record research processes as they occur naturally (McMillan 2012:12). Therefore, in this study, the researcher used interactive research design which involved face-to-face technique, to collect data from the SMTs in their natural settings. This design was used to understand the SMTs’ perspectives on the management of curriculum implementation. Both individual and focus group interviews were conducted with the SMTs of the selected schools. The SMTs were selected to participate in this study due to the knowledge they possess concerning the research topic (McMillan & Schumacher 2010:326).

Furthermore, non-participant observation and documents analysis were used to corroborate data collected through interviews. A qualitative research approach with a phenomenological enquiry

within an interpretivist paradigm was, therefore, employed for this study. The six steps of data analysis procedures were used as data analysis techniques, namely, organising and transcribing data; reading the transcripts; beginning a detailed analysis with the coding process; forming categories or themes for analysis; discovering patterns; and making an interpretation or meaning of the data.

4.5 RESEARCH POPULATION

Sekhukhune District is one of the districts of the Limpopo Province, South Africa. This district comprises five local municipalities, namely Ephraim Mogale, Elias Motswaledi, Makhuduthamaga, Fetakgomo and Greater Tubatse. The research study was conducted within these local municipalities. Five primary schools were purposefully selected for this study consisting of one from each municipality.

4.6 SAMPLE AND SAMPLING TECHNIQUES

A sample is a group of participants from whom the data are collected and who are selected to represent the population in the research study (McMillan & Schumacher 2006:119; Mertler & Charles 2011:31). According to these authors, the sample must be selected from a larger group of persons, identified as the population. Most importantly, the population needs to be identified first and then subsequently the sample. This process of selecting participants to be representative of a more extensive population is referred to as sampling (Punch 2011:187). Gay et al. (2011:142) also maintain that "qualitative sampling is the process of selecting a small number of individuals for a study". For this study, the sampling process is detailed in the next section.

“The idea behind the qualitative research is to purposefully select participants or sites (or documents or visual material) that may best help the researcher understand the problem and the research question” (Creswell 2009:178). Therefore, purposive sampling was employed in this study. This study was confined to Sekhukhune District. This district comprises five local municipalities. So, five primary schools were purposefully selected for this study consisting of one from each municipality. These schools were selected according to their performance. Three schools with good Annual National Assessment (ANA) results and two with poor ANA results for the past four years were identified (2012-2015). The Provincial Department of Basic Education assisted in the selection of these schools.

In this study, the sample was all SMTs including the principals of those selected schools. Twenty-three participants were purposefully sampled for this research project. This number was determined by the number of SMT members found in the selected schools. SMTs were relevant for this research which focused on managing the implementation of the curriculum at schools. McMillan and Schumacher (2010:326) and Zohrabi (2013:256) state that researchers search for information-rich informants, groups, places or events to study. These samples are chosen because they are considered to be knowledgeable and informative concerning the phenomena the researcher is investigating (ibid). The researcher cherry-picked SMTs for this research because they possessed in-depth knowledge concerning curriculum management. Four focus group interviews, one at each school, consisting of three to five SMT members were conducted. Four individual interviews with the principals of the selected schools were conducted. Individual interviews with the principals allowed them to disclose their views on curriculum management without fear of how other participants would feel.

4.7 DATA COLLECTION INSTRUMENTS

In qualitative research, the researcher is regarded as the primary data collection instrument. This means that the researcher must have the ability to facilitate the research procedures of which the researcher managed to accomplish. In this research study, semi-structured interviews were conducted. This involved pre-planned questions which were prepared by the researcher prior to the interviews. Both focus group interviews and individual interviews were conducted. So, these two types of interviews consisted of different interview schedules (focus group interviews schedule-Appendix B and individual interviews schedule-Appendix C). The voice recorder and field notes were used to gather data during the interviews. Again, documents were also used to confirm data collected during interviews. These documents included curriculum policies, curriculum related plans, minutes of the meetings and monitoring tools.

4.8 DATA COLLECTION METHODS

The qualitative researcher uses a variety of techniques for gathering information. This study used four data collection methods: individual interviews, focus group interviews, non-participant observation and documents analysis.

4.8.1 Interviews

An interview is an exchange of information between the researcher and the participants in the study (Mertler & Charles 2011:196; Ruane 2008:147). "This implies that it is a two-way conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused by him or her on content specified by research objectives of systematic description, prediction, or explanation" (Cannell & Kahn 1968 as cited in Cohen et al. 2008:351). This data collection method is regarded as the

right way of accessing people's insights, opinions and meanings of a given situation and, most importantly, their interpretation of reality (Punch 2011:168). Interviews are used for gathering information having a direct connection to the research objectives to thereby understand an individual or a group perspective (Punch 2011:169).

In this study, the researcher conducted face-to-face interviews because qualitative interviews mainly utilise face-to-face interviews (Creswell 2009:181). The researcher visited sampled primary schools to interview SMTs and principals. Semi-structured interviews were conducted whereby significant questions were posed the same way each time. However, their sequence and wording were altered depending on the participants' responses. This implies that semi-structured interviews involve pre-planned questions (Hendricks 2013:110). Even though interviews can be costly as Mertler and Charles (2011:231) indicate; unlike other data collection methods, they have the advantage of allowing the researcher to seek clarification of answers from participants where the need arises. Interviews can be conducted with individuals or groups (Mertler & Charles 2011:196; Zohrabi 2013:255). For this study, both individual and focus group interviews served as critical data collection methods.

4.8.1.1 Individual interviews

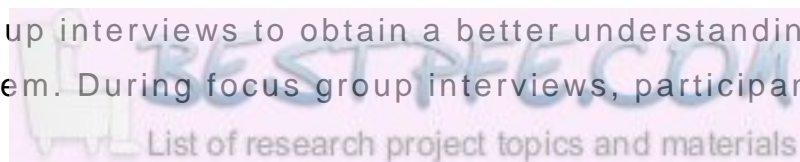
Semi-structured in-depth interviews were conducted with principals as participants. In-depth interviewing is a qualitative research technique that uses open-response questions to acquire data concerning the research topic (McMillan & Schumacher 2010:355). These types of interviews involve conducting individual interviews with a small number of participants to explore their perceptions on a given topic, or situation (Boyce & Neale 2006:3). The authors further indicate that in-depth interviews are useful in obtaining

detailed information about participants' views and to discover new topics. Semi-structured interviews were conducted whereby major questions were asked the same way each time. However, their sequence and wording could be altered depending on the participants' responses. Over and above, "in-depth interviews are designed to get a rich understanding of the subjects' way of thinking" (Bogdan & Biklen 2007:272). Ragin and Amoroso (2011:122) support this view by indicating that in-depth interviews accentuate the building of relationships and investigation of ideas with participants and understanding how they make sense of their experiences in life.

Furthermore, in-depth, individual interviews use open-response questions to obtain data of participant meanings, specifically, how SMTs from the selected primary schools conceive of their world and how they explain or make sense of the critical events in their lives (Punch 2011:168). The in-depth interviews were conducted with individual persons selected at particular schools to gain an understanding of their life experiences about the management of curriculum implementation, as expressed in their own words. A researcher conducts interviews to hear how people in the research setting make sense of their lives, work, and relationships (Ragin & Amoroso 2011:122). In this case, four individual interviews were conducted with the principals of the sampled schools.

4.8.1.2 Focus group interviews

A focus group interview is a data collection method in qualitative research in which participants' thoughts and perspectives are explored through open discussion among group members (Kumar 2014:156). A focus group interview consists of a small group of between six to ten participants (Gilbert 2008: 227). The researcher used focus group interviews to obtain a better understanding of the research problem. During focus group interviews, participants gave



their views on how curriculum implementation has been managed in their schools since the inception of NCS Grades R-12 (CAPS). They may also consider methods which they find useful in managing curriculum implementation. Participants are selected in terms of their knowledge concerning the research topic (McMillan & Schumacher 2010:326). This is done so that interaction with the group may lead to gaining meaningful data relating to research questions (see Section 1.3). The researcher facilitated the interview skilfully by ensuring that participants felt comfortable to disclose their views. Focus group interviews were aimed at empowering participants to speak out in their own words. The researcher ensured that sensitive questions were avoided to allow participants to partake in the study without fear.

The researcher facilitated the interviews in a manner that allowed participants to interact with each other rather than with the interviewer. The intention was that the views of the participants could emerge optimally and interaction with the group provide useful data related to the aims of research (Cohen et al. 2008:376). The focus group is the most appropriate data collecting tool for allowing subjects, through their interaction with one another, to offer insights and opinions about a concept, idea and value concerning curriculum management (McMillan 2012:294). McMillan and Schumacher (2006:360) state that by creating a social environment in which each other's perceptions and ideas stimulate group members, the researcher increases the quality and richness of data using a strategy that is more efficient than one-on-one interviewing. A collective view of the management of the curriculum was gathered through focus group interviews. For this study, four focus group interviews consisting of three to five SMT members from each of the sampled schools were conducted even though some participants withdrew their participation during the interview process as indicated in Section 1.6.3.

4.8.2 Non-participant observation

Observation is a method which enables a researcher to see and hear what is occurring naturally in the research setting (McMillan & Schumacher 2010: 350). In this study, the researcher remained an outside non-participant observer. She collected data by observing relevant aspects as they occurred. These included participants' body language, facial expressions and tone of voice. These aspects were observed and recorded using field notes during the interviews to assist in analysing the verbal data.

4.8.3 Documents analysis

Punch (2011:184) is of the view that documents are a rich source of data for social research. Documents are supplementary to other data collection methods, namely, interviews and observations (Bogdan & Biklen 2007:65). Documents assisted the researcher in corroborating data collected through interviews and observations. The documents that were used by the researcher included reports and minutes of the meetings, diaries and working papers (McMillan & Schumacher 2010: 361). Documents play a critical role in a qualitative study because they serve as a 'paper trail' (Lindlof & Taylor 2002:117). This implies that these documents would serve as evidence for future reference.

For this study, documents were used to confirm data collected through individual interviews, focus group interviews and non-participant observation. These documents included curriculum policies, for example, teaching and learning policies, and assessment policies. There were also curriculum related plans, for example, the School Improvement Plan, curriculum management plan and the academic improvement plan. The minutes of the meetings and monitoring tools which are used to control curriculum activities, for example, content coverage, an audit of written work,

pre-moderation of formal tasks, post moderation of formal tasks and classroom observations were used. These documents provided evidence about management and leadership styles of the SMTs of the selected schools. Most importantly, these documents assisted the researcher in corroborating data during data analysis.

4.9 DATA ANALYSIS TECHNIQUES

De Vos (2003:339) defines qualitative data analysis as “the process of bringing order, structure and meaning to the mass of collected data”. Bogdan and Biklen (2007:159); and Cohen et al. (2008:183) support this view by stating that qualitative data analysis involves working with the data: organising, explaining and breaking data into manageable units. In short, this includes recording patterns, themes, categories, and regularities. The researcher arranged collected data, for example, transcripts, audio recordings and field notes to come up with findings (Bogdan & Biklen 2007:159). Briefly, qualitative data analysis involves “the reduction of large amounts of narrative data usually by process of categorising and grouping similar types of information” (Mertler & Charles 2011:128).

During and after the process of data collection, the researcher may identify and list the categories and reduce them into themes as data analysis involves “breaking up” the data into manageable themes, trends, and relationships (McMillan & Schumacher’s 2006:364). Qualitative data analysis is an inductive process of arranging data into categories to identify patterns among the categories. The researcher used coding, categorising, and interpreting data to provide explanations of the management of curriculum implementation.

Numerous researchers such as Creswell (2009:185-190); McMillan and Schumacher (2010:369-378); and Mertler and Charles

(2011:128) outline qualitative data analysis procedures as discussed below. Creswell (2009:185-190) identifies six steps, McMillan and Schumacher (2010:369-378) identify five steps, while Mertler and Charles (2011:128) identify only four steps of qualitative data analysis. Even though these researchers identify a different number of procedures, the distinctions are minimal. Therefore, these data analysis procedures are discussed collectively using six steps as follows:

Step 1: Organising and transcribing data

During this phase, data collected during interviews is organised and analysed later. This is where the researcher separates the collected data into a few manageable units. The interview responses are organised separately to be compared later in the process (McMillan & Schumacher 2010:369). This involves transcribing interviews, optically scanning materials and typing up field notes (Creswell 2009:185) and identifying topics (Mertler & Charles 2011:128) to prepare data for analysis. Data collected during interviews and observations were transcribed to convert them into a format that would facilitate analysis.

Step 2: Reading the transcripts

During this stage, the researcher reads all transcriptions thoroughly to make notes about first impressions. According to Creswell (2009:185), during this stage the researcher is trying to figure out the participants' general ideas; the tone of their ideas and the impression of the overall depth, trustworthiness, and use of the data.

At this stage, some qualitative researchers start writing notes on the margins or record general thoughts about the data.

Step 3: Begin detailed analysis with the coding process.

Coding is the process of labelling or sorting data into categories or segments before bringing meaning to information (Creswell

2009:186). It involves taking transcript data collected during data collection, segmenting sentences or paragraphs into categories and labelling those categories using participants' wording or actual language called *in vivo* codes (McMillan & Schumacher 2010:371). These segments are then analysed to come up with codes whereby one code is used to label each segment even though some segments may have more than one code (McMillan & Schumacher 2010:370). In this phase, data need to be coded to provide meaning to the segment for natural interpretation. The researcher identifies and puts together similar words or phrases mentioned by the participants.

Step 4: Forming categories or themes for analysis.

At this stage, the researcher creates categories by gathering several codes. "Categories are entities comprised of grouped codes and a single category is used to give meaning to codes that are combined" (McMillan & Schumacher 2010:376). These are themes and terms which are used for sorting and analysing data. During this phase, codes are used to generate a small number of themes or categories, maybe five to seven categories for a research study (Creswell 2009:189). These themes play a vital role in a qualitative study's findings because they are used to create headings in the findings section of the study. They usually display multiple perspectives from participants and are supported by diverse quotations and specific evidence. The researcher, therefore, divided data collected into categories as data analysis involves "breaking up" the data into manageable themes, trends, and relationships; to show similarities and differences for easy identification.

Step 5: Discovering patterns

A pattern is a relationship between identified categories (McMillan & Schumacher 2010:378). The researcher needs to be able to

describe the connections between the categories. In searching for patterns, the researcher is trying to understand the complex relationships among multiple perspectives from participants. The dominant pattern(s) are then used for reporting the findings and organising the reports. The patterns assist the researcher in considering what is relevant and meaningful in the data.

Step 6: Making an interpretation or meaning of the data

The interpretation of qualitative research means that the researcher draws meaning from the findings of data analysis and relates them to the literature and broader concepts (Bogdan & Biklen 2007: 159). It involves framing and explaining your thoughts about theory and showing why your findings are significant. During this stage, the researcher generalises from themes and categories about the phenomena under study and interprets in the light of available literature. The researcher makes a comparison of the findings with information gleaned from the literature or theories (Creswell 2009: 189). This means that the researcher interprets the results considering previous similar studies and relevant theories or concepts from the field of specialisation. Moreover, during this stage, the researcher examines events, behaviours, or other observations as represented in the coded categories, for relationships, similarities and contradictions (Mertler & Charles 2011:129).

This qualitative data analysis process served as a guideline for this research project.

4.10 ETHICAL CONSIDERATIONS

Ethics refer to “guidelines, principles and codes which are used to guide the behaviour of the researcher when conducting research” (Merrill & West 2009:168). Ethics in research imply that one needs to ethically conduct their research to avoid infringing on the rights

of others, for example, participants. The researcher needs to always bear in mind that gathering data in qualitative research involves people and, therefore, how data are collected needs to be ethically inclined (McNiff 2013:112). This affirms the fact that ethics have to do with the moral aspects of research (Mertler & Charles 2011:10). The issue of research ethics deals with the protection of participants' rights and interests (McMillan & Schumacher 2010:117).

According to McNiff (2013:113), the researcher is ethically responsible for protecting the rights and welfare of research participants to safeguard them from physical, emotional and mental harm. Therefore, the researcher ensured that the planned research was ethically accountable to ensure that it conformed to acceptable norms and values. She also ensured the protection of the rights and welfare of the participants in this study. The researcher, therefore, applied for ethical clearance to the Research Ethics Committee (REC) of the College of Education at the University of South Africa (UNISA).

Since this research was conducted in the Limpopo Province, the researcher also wrote letters to the Limpopo Provincial Department of Basic Education requesting permission to conduct the research (Appendix D). She further requested permission to conduct the research from the principals of the selected primary schools (Appendix E). Most importantly, permission and consent for interviewing were also requested from each participant. The Sekhukhune District Department of Basic Education permitted the researcher to conduct the research (Appendix F).

In this study, the following critical aspects of research ethics were considered:

4.10.1 Informed consent and permission

Informed consent implies merely that participants need to be informed about what the study entails. This principle of informed consent is about the participants' freedom of choice whether they participate in the research study or not (Ruane 2008:19). The researcher realised that it was the right of the research participants to be fully informed about all the details of the research project and that the information could influence their participation decision. Punch (2011:27) and Hendricks (2013:81) also affirm that participants need to be precisely informed about what the participation entails and which type of data may be collected before the commencement of the study.

According to Ragin and Amoroso (2011:89), researchers have to see to it that individuals are entering research studies voluntarily, they have to be adequately informed and that they have obtained informed consent from all participants or the participants' legally authorised representatives. It is, therefore, apparent that "participants need to enter the research project voluntarily, understanding the nature of the study and the dangers and obligations that are involved" (Bogdan & Biklen 2007:272). Furthermore, to obtain informed consent, researchers must communicate the research process, intentions, risks, and benefits to the participants in "jargon-free" language (Ragin & Amoroso 2011:89). The researcher needs to explicitly communicate that participation is voluntary and that participants are at liberty to withdraw at any time (McNiff 2013:112).

Informed consent also involves obtaining permission directly from parties affected by the research study since it is imperative to

obtain permission before engaging in any research as emphasised by Hendricks (2013:83). The researcher, therefore, obtained permission to conduct the research from the Department of Basic Education at the district level and the participants. In gaining permission, participants were given the assurance of confidentiality and anonymity including the intended use of data. The participants were requested to complete and sign informed consent forms as proof that they had been informed about the study details.

The informed consent form included the following aspects to be of acceptable standard. Included, was the purpose of the study, nature of participation in the research study and that confidentiality was to be maintained. Additionally, the researcher mentioned that participation was voluntary while transcripts and data were to be stored in a locked cabinet and soft copies encrypted and stored on her computer as supported by Hendricks (2013:84).

4.10.2 Privacy, confidentiality, and anonymity

The right to privacy refers to people's ability to control access to personal information (Ruane 2008:22). These rights must be respected. Access to participants' characteristics, responses, behaviour and personal information cannot be demanded by the researcher (McMillan & Schumacher 2010:121). To further protect participants' privacy, three practices namely; anonymity, confidentiality of their responses and appropriate storing of data, were employed.

The researcher ensured that the information provided by participants was presented in such a manner that it in no way revealed their identity to protect the participants from harm (Bogdan & Biklen 2007:50; Cohen et al. 2008:64). She assured the participants that their identity would remain anonymous. She made

sure that no one would be able to access the collected data or the names of participants. The participants' right to privacy was respected and protected by also informing them that they had the right to refuse to take part in the research and to answer any questions as well as the right to terminate their participation at any time.

4.10.3 Ethical clearance

It is essential that before embarking on empirical research, the university grants ethical clearance for the anticipated research. The researcher applied for ethical clearance immediately after the literature review had been completed while the research design was being finalised. The application for ethical clearance was directed to the Research Ethics Committee (REC) of the College of Education at the University of South Africa (UNISA). The REC ethically cleared the research and the clearance certificate was issued (Appendix H).

4.11 MEASURES TO ENSURE TRUSTWORTHINESS OF DATA

In qualitative research, validity can be increased by applying four trustworthiness criteria which are credibility, transferability, dependability, and confirmability (Hendricks 2013:124). Guba and Lincoln in Kumar (2014:219), Trochim, Donnelly and Arora (2016:71) also confirm that trustworthiness in a qualitative study is determined by four indicators. Such indicators are closely related to validity and reliability which is paralleled by credibility or internal validity. There is transferability which is paralleled by external validity. Next is dependability which is paralleled by reliability and confirmability going alongside objectivity. Trochim and Donnelly (2007:149), Trochim, Donnelly and Arora (2016:72) describe components of trustworthiness as indicated in the next section:

4.11.1 Credibility

Credibility involves “establishing that the results in qualitative research are credible or believable from the perspective of the participant in the research” (Trochim & Donnelly 2007:149; Trochim, Donnelly & Arora 2016:72). “As qualitative research studies explore people ‘s perceptions, experiences, feelings and beliefs, it is believed that the participants are the best judges of whether or not the research findings have been able to reflect their opinions and feelings accurately” (Kumar 2014:219). In this study, credibility was achieved by using triangulation, member checks, prolonged engagement with participants, persistent observations, and peer debriefing, as detailed in the next section:

4.11.1.1 Triangulation

Mertler and Charles (2011:34), and Cohen et al. (2008:141) define triangulation as the use of two or more data collection methods in a study, for example, interviews and observations. Cohen et al. (ibid) further indicate that multiple techniques attempt to outline and explain more fully, the richness of the research topic by studying it from more than one standpoint. In this way, the strength of one compensates for the weakness of another (Gay et al. 2011:393). Their view is complementary to that of Cohen et al. (2008:141) who consider triangulation to be a multi-method approach. This means the use of multiple methods. So, it is crucial that the researcher triangulates data collection sources to heighten credibility (Hendricks 2013:128). Specifically, triangulation assisted the researcher to reduce bias, to strengthen the integrity of the findings and to enhance the quality of data (Anney 2014:277 & Shenton 2004:73).

In this study, triangulation was achieved by applying various data collection methods, namely a literature study, interviews which were both individual and focus group including non-participant observation. All these research methods were used to address the research problem. Using these different methods assisted the researcher in building an in-depth understanding of meaning as triangulation assisted the researcher in acquiring a comprehensive understanding of the topic under study (Mertler & Charles 2011:34).

4.11.1.2 Member checks

Hendricks (2013:128) asserts that member checks require the researcher to discuss her or his interpretation of data with research participants to check whether the participants' responses were accurately captured. This implies that in this study, the researcher sent her analysed and interpreted data back to the participants to evaluate it and have a say where there were conflicts and inconsistencies (Anney 2014:277). This reduced bias and increased credibility.

4.11.1.3 Prolonged engagement with participants

Prolonged engagement with the participants helped the researcher to collect enough data to enhance the credibility of the study (Hendricks 2013:128). Moreover, the researcher's immense engagement with the participants improved the trust of the participants and a better understanding of the study context as Anney (2014:276) indicates. Thus, persistent and prolonged engagement at the research site helped me to understand the core issues that might have affected the quality of data because it helped to develop trust with study participants (Anney 2014:276).

4.11.1.4 Persistent observation

Persistent observation helps the researcher to better understand the participants' essential characteristics and their setting (Anney 2014:277). This also helps the researcher to refine ideas and ensure that the interpreted and analysed data match the participants' responses (McMillan & Schumacher 2010:331). Therefore, the researcher was able to observe the participants' body language, facial expressions and tone of their voices and also recorded some field notes during interviews to assist in analysing the verbal data.

4.11.1.5 Peer debriefing

Peer debriefing is a process whereby “a disinterested colleague discusses the researcher’s preliminary analysis and next strategies” (McMillan & Schumacher 2010:334). This requires the researcher to discuss her interpretations of collected data with a peer, colleague or friend who is neutral (Hendricks 2013:126). This helped the researcher to modify her study if any bias was detected. In addition, feedback from peers also helps the researcher to enhance the quality of the research findings and to draw sound conclusions from the study (Anney 2014:277).

4.11.2 Transferability

Transferability refers to the extent to which the qualitative research results can be applied or transferred to other settings or situations (Trochim & Donnelly 2007:149; Wahyuni 2012:77; Trochim, Donnelly & Arora 2016:72). This means the extent to which the results of research relate to other contexts and other individuals (Hendricks 2013:124). In a nutshell, transferability refers to generalisability in a qualitative study (Punch 2011:255). The

researcher used purposive sampling whereby specific and varied information was emphasised to address transferability. Transferability could also be heightened by providing a 'thick description'. These two aspects are detailed in the next section:

4.11.2.1 Purposive sampling

Purposive sampling involves selecting the research site and participants that may assist the researcher to better understand the research problem and research question (Anney 2014:278). McMillan and Schumacher (2010:326) state that researchers search for information-rich vital informants, groups, places, or events to study and these samples are chosen because they are knowledgeable and informative concerning the phenomena the researcher is investigating. Thus, the researcher enhances transferability.

4.11.2.2 Thick description

A thick description means that the researcher needs to provide detailed information on the setting, participants, intervention, and research methods to be engaged in the study (Hendricks 2013:128). Providing this information allows readers to gauge whether the study is applicable in their contexts or not. Anney (2014:278) affirms that the researcher needs to clarify all research procedures from data collection methods and settings to the final report.

4.11.3 Dependability

Dependability is concerned with "whether we would obtain the same results if we could observe the same thing twice" (Trochim & Donnelly 2007:149; Trochim, Donnelly & Arora 2016:72). This is

complementary to Bitsch's (2005:86) view that dependability refers to "the stability of findings over time". According to Anney (2014:278), dependability can be ensured by applying an audit trail, a code-recode strategy, stepwise replication and peer examination. Regarding qualitative research, dependability refers more to the appropriateness of methods and the analysis of data. Moreover, a dependability audit was applied whereby an independent auditor was appointed to review the research methods and findings.

4.11.3.1 Audit trail

An audit trail involves the validation of data (Anney 2014:278). Therefore, the researcher ensured that all evidence about the research study was accurately recorded. This evidence comprised of field notes, recorded data, data transcripts and analysed data (Hendricks 2013:129). The availability of an audit trail may allow readers to evaluate research results and interpretations for accuracy (Hendricks 2013:129). "An audit trail is simply a record of data analysed in the study" (ibid). The audit helps a researcher to account for research results (Anney 2014:278). The available records such as field notes, recorded data, data transcripts and raw data (Hendricks 2013:129) may confirm that research findings derived from the collected data. In a nutshell, audit trail displays all the details of the research from raw data to analysed data and conclusions (Punch 2011:289).

4.11.3.2 A code-recode strategy

The code-recode strategy implies that the researcher codes the data and waits for two weeks and recodes the data to check whether the data may yield the same results (Anney 2014:278). Anney (ibid) further indicates that this strategy improves the researchers' understanding of the study and helps them improve

their presentation of the participants. The dependability of qualitative research is heightened if the coding results support each other after that specified period of two weeks. In this study, the code-recode was also applied.

4.11.3.3 Stepwise replication

Stepwise replication is a process whereby a team of two or more researchers are required to analyse the same data separately. Their findings are then compared and inconsistencies, if any, are dealt with (Anney 2014:278). Stepwise replication needs to be included in the qualitative research design to improve dependability. Thus, dependability can be enhanced when the same data are analysed separately by two or more researchers and show consistency (Anney 2014:278).

4.11.3.4 Peer examination

Peer examination is the same as peer debriefing. In this process, the researcher also discusses her or his emerging findings and coding with colleagues who have required research experience (Wahyuni 2012;76) and use other researchers' findings to enhance dependability (Zohrabi 2013:260). "During peer examination, the researcher discusses her or his research process and findings with neutral colleagues, such as doctoral learners, who are either doing qualitative research or have experience of qualitative research" (Anney 2014:279). Peer examination helps the researcher to identify her or his weaknesses and omissions.

4.11.4 Confirmability

Confirmability refers to the level to which others can confirm or support the findings to ensure that the results reflect the

participants' views (Trochim & Donnelly 2007:149; Wahyuni 2012:77; Trochim, Donnelly & Arora 2016:72). According to Anney (2014:279), confirmability is a criterion that ensures that the research findings were derived from the data collected. In this study, confirmability was achieved through the following techniques: an audit trail, triangulation and reflexive journal, as suggested by prior studies.

4.11.4.1 Reflexive journal

A reflexive journal is a document in which the researcher records what happened during the data collection period and her or his reflections (Anney 2014:278). It is a sort of a diary where qualitative researchers record information about their research activities daily including their actions and utterances. "A reflexive journal is used to trace the researchers' ideas and personal reactions throughout the fieldwork" (McMillan & Schumacher 2010:334). In this study, this helped to strengthen confirmability and reduce bias.

4.12 SUMMARY

This chapter provided a detailed discussion of research paradigms, the qualitative research design and methodology as well as data collection methods which were employed to research how curriculum implementation is managed in schools. The data collection methods included focus group interviews, in-depth interviews and non-participant observation. Data analysis procedures, research ethics and trustworthiness factors were comprehensively discussed. The next chapter presents the findings of the research as well as data analysis, discussion and interpretation.

CHAPTER FIVE

DATA PRESENTATION, ANALYSIS, DISCUSSION AND INTERPRETATION

5.1 INTRODUCTION

This chapter presents the findings of the research's data collected through individual interviews, focus group interviews, non-participant observation and documents analysis. It also gives a detailed description and analysis of the data and its interpretation. Therefore, this chapter is aimed at presenting and discussing the findings generated from the aforementioned data collection methods. It needs to be borne in mind that data collected through interviews were corroborated with documents analysis and non-participant observation. Body language, facial expression and tone of voice were observed and recorded to assist in analysing the verbal data. The findings were interpreted within the framework of both literature and theories underpinning this study with the intention of responding to the research questions.

Semi-structured interviews were conducted whereby significant questions were posed the same way each time, but their wording was sometimes altered during the interviews depending on participants' responses. Semi-structured interviews involved pre-planned questions (Hendricks 2013:110). The principals' interview schedule consisted of twelve questions whereas the SMTs' interview schedule consisted of seventeen questions. The researcher used the voice recorder and also kept the field notes where the participants' body language, facial expressions and tone of the voice were also recorded. The participants' responses are presented in italics to indicate that it was their exact words.

The research study intended to answer the following questions:

The main research question:

- To what extent are School Management Teams of primary schools in Sekhukhune District able to manage curriculum implementation?

The sub-questions:

- What are the roles of principals as instructional leaders?
- What are the roles of the School Management Teams in terms of the effective management of curriculum implementation?
- What causes a high failure rate in schools?
- What challenges do School Management Teams experience in managing curriculum implementation?
- Which strategies can be employed to enhance curriculum implementation and learners' performance?
- How can School Management Teams effectively manage curriculum implementation?

The Department of Basic Education at the district level assisted the researcher in selecting relevant schools where the research was conducted. The researcher managed to visit all five selected schools to conduct face-to-face interviews with the principals and the SMT members of those particular schools. Four individual interviews were conducted with the principals of the selected schools, not five as it was initially planned because one principal did not participate in the research study. The researcher also managed to conduct four focus group interviews with the SMT members of the selected schools. Moreover, in the fifth school, the researcher was left with one SMT member and was compelled to continue with the interview as the participant was eagerly willing to participate in the research study.

The research questions were presented in English. Almost all participants responded in English except for one participant who expressed himself in the language of his choice. This did not impact negatively on the research findings as the participant was able to express himself freely on issues relating to curriculum implementation and management. In this research study, principals and SMTs were given pseudonyms as anonymity was one of the privacy principles which needed to be applied in the study. The principals were referred to as P1, P2, P3 and P4; and the SMT members were referred to as S1, S2, S3, S4, S5 in school A/B/C/D/E and the code numbers depended on some SMT members found in the school. The findings from individual and focus group interviews are presented, analysed and interpreted first. The findings from non-participant observation and documents analysis are discussed in the next section.

5.2 ROLES OF PRINCIPALS AS INSTRUCTIONAL LEADERS

The principals specified their roles as instructional leaders, and some have been highlighted in chapter two and three. Their roles also correlate with the theoretical framework outlined in chapter two. Among others, roles of instructional leaders include:

5.2.1 Creating a favourable educational environment

Mtsweni (2013:57); Mafora and Phorabatho (2013:118) maintain that effective curriculum implementation is determined by the environment from which it takes place. P4 asserted that *“positivity is satisfaction, you cannot create a positive learning environment without satisfaction. Human resource always is our starting point. We have to make sure that everybody is satisfied, personnel satisfaction is key. Any problem that occurs we have to sit down quickly and resolve the disagreement that you can see as a manager prevailing among your staff members”*. This was supported

by P2 who stated that *“what is important is to strive to make sure that harmony prevails at all times”*. Grobler (2013: S177) confirms that it is the responsibility of the school principal to promote harmony within the school.

P2 elaborated further, *“it starts with the leader himself, what kind of a leader are you, are you leading as an example or as an exemplary or are you practising what is maybe called autocracy. In the first instant the principal should be open, transparent. He must always make sure that he interacts with his educators. He must make sure that his educators believe and trust in him”*. Over and above, a principal needs to ensure that *“policies work well or they are effectively implemented, it allows conducive teaching and learning environment”* (P1). If the principal implements the policies of the department without any biases, teachers may become more motivated, and this may enable effective teaching to take place.

5.2.2 Leading curriculum implementation

According to this study, principals are compelled to lead curriculum implementation and guide teachers on how the curriculum needs to be implemented in schools (Mafora & Phorabatho 2013:119). The principal, as an instructional leader, needs to involve other SMT members in managing curriculum implementation. P4 affirmed, *“you have to ascertain that you engage, you engage in team leadership, you lead teams”*. Therefore, the principal *“usually delegates the deputy principal, the HODs and the senior teachers to conduct workshops, to do class visits and to monitor teachers’ work, to ensure their teachers have given enough work and of good quality”* (P1). P1 further indicated that the principal *“must lead and motivate teachers so that the education of learners can improve and to ensure that the quality of work is improved”*. In a nutshell, *“instructional leadership deals much with guidance, with leading,*

with managing, with controlling, you cannot just lead without guidance” (P4).

5.2.3 Organising teaching workloads and relevant teaching and learning materials

Cole and Kelly (2011:17) underscored that organising is more concerned with the division of work; allocating duties, authority and responsibility; allocating resources to relevant departments or individuals; determining relationships between various teachers to promote cooperation, and a collective effort to realise set objectives. In this study, it was also revealed that organising has to do with the distribution of work and LTSM. P1 indicated, *“I must also ensure that I distribute work equally among teachers so that every teacher can be able to manage his/her work as expected”*. P3 affirmed, *“even the allocation of the duties, we give them the allocation, the teachers”*. P3 further indicated that teachers must ensure that the allocation of duties is adhered to. P4 explained further, *“we start by allocating responsibilities, we have got responsibilities. We firstly allocate responsibilities to individual teachers and then thereafter we draw down the timetable”*.

The study showed that the principal needs also to ensure accessibility of relevant teaching and learning materials. P2 stated that the principal *“must always make sure that all relevant materials needed in the teaching and learning are available”*. P3 concurred, *“we give them educational materials like textbooks and study guides”*.

5.2.4 Teacher recruitment

Robinson et al. (2008:661) state that second dimension, resourcing strategically, also involves controlling teacher selection. This

implies that instructional leaders need to recruit relevant teachers who meet the school's requirements. It is evident that in some schools *"subjects are given to teachers who are not competent"* (P4). Therefore, instructional leaders need to ensure that recruited personnel, for example, teachers, HODs and deputy principals are *"qualified to do their job"* (P1). Moreover, they need to *"ensure that recruitment of teachers is done according to staff establishment"* (P1).

5.2.5 Supervising and monitoring curriculum implementation

Supervising and monitoring curriculum implementation assists principals in identifying challenges and good practices (Mafora & Phorabatho 2013:119). P4 stated, *"to a certain extent you have to supervise, you supervise human resource basically for accomplishment of certain goals"* and whereby instructional leaders have to check that effective teaching and learning is taking place; and that learners are assessed as expected. P2 elucidated, *"we know curriculum, that is teaching and learning, is the core business of education. And as an instructional leader that is what we must make sure it is done and done effectively"*. Moreover, this is fulfilled when the principal *"controls and monitors the work of the teachers"* (P1). P3 added, *"all the management (SMT members) give me their subjects, then I monitor, I do a pre-moderation, and then after they have written that subject, I am going to make a post moderation"*. Over and above, *"for educator and the learners to do their work, policies need to be in place, and then as an instructional leader, it is important to have policies that will regulate and give direction to what should be done in the classroom"* (P2). This means that development of curriculum policies is a precondition for curriculum implementation.

5.2.6 Planning for curriculum implementation

According to Burden and Byrd (2013:8), planning for curriculum implementation involves the following aspects: demonstrating knowledge of content and teaching; knowledge of learners; selection of teaching goals; knowledge of resources; designing consistent instruction; and designing learner assessments. P4 described what planning entails, *“planning must be done on time, you have to plan the timetable, you have to plan the allocation of responsibility on time, you have to plan the classrooms, which classrooms are going to be occupied by which grade, on time. And then you have to plan your support staff as well. Who is going to become a what the following year? So, planning really is quite important; you have to plan everything well on time, prior implementation”*. This suggests that planning for curriculum implementation must be done at the end of the year for the upcoming year so that when the year commences, one knows precisely what they need to do and when they need to do it.

5.2.7 Providing continuous professional development

School principals need to provide opportunities for teachers' professional development (Li, Hallinger & Ko 2016:81). In order to develop others, an instructional leader needs to first *“keep abreast with what is happening in the education or the changes which are happening in the education and must have thorough knowledge of that so that he/she can be able to help his/her educators”* (P2). And if teachers have challenges, one can engage them first in *“a mini-workshop where you are going to help them so that they can perform well in their teaching in the classroom”* (P2) and then if one is unable to assist them *“you must outsource, you take the educator out where the teacher can be trained or to the in-service training (P2)”*. P4 concurred, *“where it comes to a push make sure that you*

develop your teachers and then once they are developed they will be able to do their work efficiently and effectively”.

5.2.8 Effective communication

According to Van Deventer (2016:125), leading or directing includes communication. Therefore, leading involves giving direction to the subordinates (Davidoff, Lazarus & Moolla 2014:63). Giving direction entails communication of strategies which are meant to allow effective curriculum implementation within the school. This implies that the school vision, curriculum policies and plans need to be communicated and be sold to all stakeholders within the school, for example, SMT, teachers, School Governing Body and parents. Moreover, this is the responsibility of an instructional leader. P4 asserted, *“so, eh...efficient instructional leader is the one who has the ability to communicate, efficient communication”*. Thus, an instructional leader needs to ensure that all school activities are well communicated so that everyone knows what is expected of them and to avoid discrepancies in curriculum implementation.

5.2.9 Protecting instructional time

In Hallinger and Murphy (1985), Murphy (1990) and Botha's (2013:195) models of instructional leadership, 'protecting instructional time' was declared as one of the instructional leaders' job function. Therefore, instructional leaders need to *“make sure that educators go to class in time and on time and then make sure that the learners also come to classes in time and regularly so”* (P2). P3 also indicated how she would protect instructional time at her school, *“eh, I must encourage them (teachers) to do the work, to teach learners accordingly, not to dodge the period”*. This study

also found protecting instructional time to be of utmost importance for effective teaching and learning to take place.

5.3 ROLES OF SMT AS CURRICULUM MANAGERS

The SMT members were also able to identify some of their duties as curriculum managers even though some were unsure about their roles and responsibilities. Their roles are as outlined in the next section:

5.3.1 Managing administrative affairs of the school

The SMT is responsible for managing the administrative affairs of the school (Nwangwa & Omotere 2013:165). In this study, it was confirmed that the SMT helps *“with administration of the school”* (S4 in School C) to *“make sure that the school is running properly”* (S1 in School D). This implies that they also have that mandate of *“representing the principal in (his)/her absentia”* (S3 in School C).

5.3.2 Supervising curriculum implementation

This study also affirmed that SMT is also responsible for supervising curriculum implementation for effective teaching and learning. S2 in School A asserted that one of their roles is *“making sure that the curriculum is implemented.”* S1 in School E agreed, *“yes, I am supervising the HODs in this school and also the entire staff members, supervising the curriculum implementation”*. S1 in School D also added that it is their responsibility to check if *“the curriculum implementation is going well”*. S1 in School C raised an important fact that they also *“act as senior examples on how to plan and prepare for this curriculum implementation”*. This is critical because, without planning, supervision would be impossible. Over

and above, a school's efficacy is guaranteed by effective supervision and monitoring (Nengwekhulu 2012:346).

5.3.3 Controlling teachers' and learners' work

Controlling is the process through which managers assure that actual activities conform to planned activities (Cole & Kelly 2011:18). It entails monitoring performance, giving feedback and taking corrective measures where the need arises. Therefore, in this regard, the SMT is responsible for controlling lesson preparations, moderating question papers, conducting an audit of written work and doing post moderation. S2 supported this in School E who asserted that *"in terms of monitoring we check their lesson plans, formal and informal assessment tasks to check whether they have covered the written work prescribed for a week on a monthly basis and on a quarterly basis"*. S1 in School B further added, *"we try to help the principal, so, as she has indicated that we are monitoring the teachers' work, the written work and we are also monitoring the learner's work"*.

5.3.4 Monitoring and supporting teachers

Monitoring involves conducting class visits, observing, evaluating teachers' work and in turn giving them feedback and support they might require (Bush et al. 2010:165). Teacher support includes mentoring, motivating and empowering them. S2 in School E also concurred that teachers need to be monitored and supported as he indicated, *"we monitor and support the educators"*. S2 in School A also added, *"I think the monitoring and the class visits are also helping the educators. If the HOD conduct class visits she/he can detect any problems the educator is having. If you find that the educator is having a problem, you mentor the educator and then"*

you discuss the problem and then try to get the ways to solve the problem”.

5.3.5 Providing teacher development programmes

It is evident that teacher development strengthens productivity (Tsoetsi & Mahlomaholo 2013:89). S2 in School E indicated that apart from receiving external training, the school also holds school-based workshops on curriculum management. *“Yes, we were also trained in terms of curriculum also at school, sometimes as SMT we hold a meeting or workshop in relation to the curriculum implementation”.* S5 in School A also confirmed, *“usually we have own workshops where we discuss what to do when and what not to do”.* Moreover, teacher development heightens teacher attitude, performance and skills (Singh 2011:1633).

5.4 CAUSES OF HIGH FAILURE RATE IN SOUTH AFRICAN SCHOOLS

Through individual interviews and focus group interviews, the researcher learned that there are different contributing factors towards the high failure rate in South African schools. This theme is discussed under the following sub-themes.

5.4.1 Education policy

Most participants complained about the policy on learner progression which requires a learner not to be retained in a phase more than once. According to the policy on promotion and progression of learners, a learner must not spend more than four years in a phase (Department of Basic Education 2011c:9, 17&18). In this regard, the age cohort should be the accepted norm, unless the learner displays a lack of competence to cope with the following

grade's work (ibid). S4 in School A postulated that teachers sometimes are faced with learners who *"have been pushed by age cohort policy where a learner should fail once in a phase"*. P1 also lamented about the policy that regulates the entry age of learners at schools. He felt that learners admitted into schools were not yet ready for formal education. He argued, *"according to me learners start school at an early age when they are not ready to cope with the work. They are overloaded with work while they are still young. One of the Psychology researchers shows that a child who is overloaded with work while still young can be affected by this in the later years"*.

5.4.2 Curriculum changes

The participants were of the view that curriculum changes are the root of all challenges in the education system. S1 in School D also explained, *"the first thing, I think, that causes the high failure rate is the ever-changing curriculum and its implementation and then when the curriculum changes it needs teachers to be workshopped with those methods and those things that are expected out of that curriculum"*. S4 in School C supported the view that *"the education system (it) changes time and again"*, which according to the participant, confuses them and even the learners. P1 added that *"there were many changes in the education system which demotivated many teachers who are supposed to implement the curriculum"*. This indicates that curriculum changes are a significant cause of the high failure rate in South African schools. It is, therefore, evident that these curriculum changes also affect performance in schools (Grobler, Moloi & Thakhordas 2016:340).

5.4.3 Lack of proper training and curriculum management skills

This study showed that teachers, SMT and principals have not yet received sufficient training since the introduction of the

contemporary curriculum, CAPS. Mafora and Phorabatho (2013:121) also affirm that inadequate training of principals, SMTs and teachers is one of the critical challenges in curriculum implementation and management.

The research revealed that the lack of proper training negatively influenced learner performance in schools. P1 argued that teachers and SMT were not appropriately trained for the implementation and management of CAPS. P1 elaborated, *“the other thing is lack of training for teachers and all curriculum management personnel. And what they are doing is different from what they were trained for. And the other problem is the issue of curriculum managers in schools, they are not all trained to be curriculum managers. Teachers who are on promotional posts did not go through any training in order to be managers”*. This is quite true because during focus group interviews one could see that some of the SMT members were unaware of the roles they needed to play in their schools. S4 in School A confirmed, *“this is another challenge because you find yourself in SMT because you are regarded as one of the senior teachers. Now when it comes to conducting workshops for educators, we are not mandated about that”*.

It is also evident that most of the SMT members had not undergone any training in managing curriculum implementation. S4 in School C emphasised, *“no, but I have acquired the experience from the previous ones, since we are long in this teaching experience”*. Moreover, the research has also revealed that the SMT in School A, B and C did not receive formal training on curriculum management. In addition, those who were trained were not trained adequately as S1 in School B stated, *“that one is too difficult for us because we did not have enough time for training. Maybe if we had been given enough time for training, maybe we can understand better”*. This participant showed that they are unable to manage

curriculum implementation efficiently because they were inadequately trained.

The SMT also needs to be workshopped on White Paper 6 (Inclusive Education) because they are faced with learners with special educational needs and teachers expect them to assist. S4 in School C motivated, *“the challenge that we have is that our school is a full-service school and it has learners with different learning barriers, and then the problem is that as teachers we are not trained, we are not even workshopped to deal with those learners”*.

The Department of Basic Education was supposed to conduct workshops for all curriculum managers where the SMT was to be thoroughly trained on how curriculum implementation was managed. Training plays a very significant role as Tirado, and Barriga (2016:19) confirm, in their study conducted in Mexico, that training plays an essential role in the inception of the new curriculum.

It is apparent that in the absence of proper training, SMTs would lack required management skills. P1 indicated that the curriculum was not well managed *because “SMT doesn’t have capacity to carry out their duties and responsibilities. HODs are not capacitated to manage curriculum, and this affects the performance of the school”*. P4 added that learners underperformed due to *“inefficiency in terms of curriculum management when the SMTs in the various schools are not capable of managing the curriculum well”*.

5.4.4 Socioeconomic factors and lack of parental involvement

Socioeconomic factors appeared to be one of the challenges that hinder learner performance in schools. These socioeconomic factors include the lack of education, poverty and unemployment. P1 contended that *“socioeconomic factors also contribute because most of the parents in our rural areas are illiterate”*. This was

supported by S1 in School B who stated, *“you find that the parents are unable to help the learner with the home works because they are not educated to that level the child is in”*. Moreover, *“most of the learners stay with their grandmothers and grandfathers who cannot help them”* (S2 in School A).

P1 believed that *“poverty also contributes”* towards the failure of South African learners. He further explained, *“and this issue of not paying school fees makes them not to care about the education of their children, they divorce themselves from taking part because they are not paying and there is nothing to lose. By not paying and not buying books affect their involvement because they feel that the school must do everything”*. Indeed, poverty plays a very negative role in learners’ performance. S2 in School C showed that even if they tried to assist learners with learning barriers in the afternoons and during the weekends, it was impossible because parents would not be able to arrange transport for their children. She lamented, *“if you want to help the learners with extra lessons after the school the bus is here, they want to go home. We can’t be able to come to school and help them with extra classes on Saturdays because the parents will have to pop out extra money for transport”*.

In this study socioeconomic factors were seen as factors influencing the lack of parental involvement. Lack of parental involvement is one of the factors that influence learner performance in schools as supported by Mathaba, Dorasamy and Parker (2014:66). P2 confirmed, *“...sometimes when we call parents to discuss eh...the problems of learners like the absenteeism, parents are not responding positively and for them to come to school we have to call them repeatedly and ultimately, they do not come”*. P4 also affirmed that *“lack of parental support has a very strong impact”* on learner performance.

Even though parents are expected to support their children, they need not be regarded as assistant teachers. Contrary, they need to support the education of their children by monitoring their work and ensuring that they have all the necessary materials. This includes seeing to it that their children do their school work especially their home work by liaising with the teachers about their children's progress, giving them time to study and attending meetings when requested. Sometimes it is not a matter of being illiterate but because the parent is not knowledgeable on the subject that the learner is doing. It can be a challenge in cases where the parent of the learner did commercial subjects whereas the learner is doing science subjects. That is why the researcher suggests that it is a matter of monitoring and support. The school need not demand more than is necessary from the parents after all, parents are not teachers.

5.4.5 Lack of proper planning

Planning includes setting goals; and making decisions, plans and policies (Cole & Kelly 2011:17). Lack of planning and its implementation were identified as one of the causes of high failure rates in schools as P1 indicated, *"we do not have the management plans. Planning at school level is very difficult because it is impossible to be implemented 100%, reasons being that the people who are supposed to implement it they do not have capacity to implement it. We do not follow the curriculum planning to the latter"*. It goes without saying that, *"planning is key; without planning you would not be able to achieve anything"* (P4).

5.4.6 Language as a barrier

The language barrier was identified as one of the causes of failure in South African schools. *"Learners do not do the subjects in mother tongue, and that affect their performance"* (P1). This was also

confirmed by Masekoameng' study (2014:234) that indicates that learners are experiencing problems related to language barriers. S1 in School D stated, "*one of the things that I have experienced is that we may find that learners are unable to read, and if learners are unable to read, there will be a problem, meaning there will be no question that they can answer*". S1 in School B added, "*the problem of inability to read by our learners. You find that this is happening throughout the grades. You find that the person (a learner) is in grade 11 but is unable to read the mother tongue effectively or accurately*". This indicates that language proficiency plays a vital role in the education of learners because if a learner understands the language of instruction, it may be easy for him or her to grasp what it is taught.

5.4.7 Teacher and learner commitment

It is evident that the lack of commitment by both teachers and learners can negatively impact the school's efficacy. Ntuli (2012:98) who states that the lack of commitment can lead a school to dysfunctionality supports this. This study proved that the lack of commitment by teachers and learners is still a problem in SA schools. This was confirmed by P2 who asserted that "*the educators we have these days are no longer as committed as those we had years past. Educators are no longer taking active part in their teaching. Eh...most learners are not as committed as we know*". For example, teachers do not attend classes on time (S1 in School B); learners neglect their school work (P2); both learners and teachers are unable to manage their time (S1 in School B).

Learners also fail to do their work as expected as P2 lamented, "*you give them an assignment or homework to go and write at home, I am not sure if they forget or what's happening, but instead of writing the work at home, they usually do it in the mornings when they*

arrive at school". S1 in school E affirmed that they were experiencing a similar problem in their school.

5.4.8 Provisioning of LTSM

Insufficient provision of LTSM affects curriculum implementation and management (Msila 2011:441; Mafora & Phorabatho 2013:122). Non-delivery or late delivery of LTSM also affects teaching and learning in schools. The study shows that delivery of LTSM in schools is still a challenge. P2 proclaimed, "*sometimes we receive the LTSM very late in the year and then that plays a very negative role in the pass rate of learners*". P3 further indicated, "*sometimes when they deliver; they make shortages. So, the school to buy for learners is a problem*". S2 in School B added, "*they deliver the books very late*". S4 in School A also affirmed, "*some of the subjects, you will find that the year ends, you may find that there are no textbooks, supporting documents to teach them*". P1 also emphasised that "*sometimes foundation phase gets LTSM (stationery and workbooks) and INTERSEN doesn't get and vice versa*". It was apparent that this problem affected almost all schools.

5.4.9 Teacher and learner absenteeism

Ngema (2016:140) identified absenteeism as one of the major causes of the high failure rate in South African Schools. In this study, it was also revealed that "*absenteeism by learners and absenteeism by educators*" (P2) was a burning issue. This is supported by P3 who stated, "*um...generally, at our South African schools, we have a lot of absenteeism of learners and teachers*". S1 in School E also indicated that in their school they were experiencing habitual absenteeism by educators. It was evident that

teacher and learner absenteeism would negatively impact learners' performance.

5.4.10 Overcrowding in classrooms

Overcrowded classes have an adverse effect on learners' attention and their involvement in the learning process (Materechera 2014:187). P3 indicated that "*it is a lot of challenge because when the teacher is teaching, cannot be 100% perfect in the overcrowding classes*". This suggests that overcrowded classrooms have a negative effect on effective teaching and learning (Ndou 2008:71). S2 in School A explained, "*it is very difficult for educator to help the children individually or sometimes in groups because there is no time and these children are too many for him or her*". This was supported by S4 in School A who stated that overcrowding was very much perilous where "*there are many learners who are below average*" because they may not be attended to as required. S2 in School A and S1 in School D also concurred that overcrowding was a serious problem in schools. S1 in School D also showed that in an overcrowded class "*teaching and learning does not go well, and it impacts the performance*".

5.4.11 Lack of discipline

P4 pointed out that, "*today we have got higher disciplinary problem in South African schools*". S2 in School E also stated, "*learners are ill disciplined*". Lack of discipline disturbs teaching and learning in schools, and therefore, learner performance is also affected. Masitsa (2008:234) also asserts that poor discipline has an adverse impact on learners' performance. In this case, S4 in school A blamed the haphazard abolishment of corporal punishment; he explained, "*the other contributing factor, yeah this abolishing the corporal punishment, it was right, it solved certain problems but on*

the other hand it created many problems because these learners are ill disciplined, and it becomes difficult for the teacher to discipline them also, we have got limited discipline measures, they tell you about detaining a learner, when you detain a learner, on the other hand, you are depriving the learner's rights. They are too free, too free, more free than the teacher". This showed the frustration teachers are experiencing at their respective schools. They feel demotivated as S2 in School C indicated, *"the learners know that we are not going to discipline them. Even if they don't write home works, they just leave it because they know that teachers are not going to punish them. Teachers do not have power to learners"*. P3 added, *"some of the learners are naughty, stealing, they do not follow instructions at school"*. Lack of discipline appeared to be a pressing issue as it was raised in all schools.

5.4.12 Content coverage

This research study also found that teachers did not cover the content prescribed and this was becoming a chronic problem in all schools. S1 in School D proclaimed, *"you only find that other teachers are always left behind, they are not going with other teachers in the expected pace, meaning when the quarter ends, they have not yet finished the syllabus for that quarter"*. S1 in School A concurred, *"yeah I think some details in the syllabus were not eh.....properly taught or well finished"*. This suggested that teachers do not complete the prescribed content. This is confirmed by Taylor (2008:15) who complains about teachers' low levels of content coverage. P4 also stated the impact caused if the prescribed content is not covered, *"so if we cannot complete the syllabus prescribed within the prescribed time the learners will not be able to write what was supposed to be taught to them"*. This implied that every year teachers omit a particular portion of the content (subject matter) which was supposed to be taught in that particular grade and that is persistent; hence the high failure in

Grade 12. One cannot deal with this backlog in a year. Therefore, it is imperative that all teachers are taken on board to fight this weakness, and SMTs too need to monitor content coverage in schools to close the gap.

5.4.13 Incompetent teachers and SMT

Sometimes you find that a school is *“having teachers and SMT who do not meet the curriculum needs of the school”* (P1). Moreover, this makes them incompetent because they might not be knowledgeable in the subjects they are teaching. In some instances, teachers are not allocated duties according to their profiles. For example, a teacher might be teaching in the foundation phase with secondary school qualifications. We must agree that teaching methods applied in these two phases differ vastly.

Moreover, this has been a practice for so long. This was confirmed by P4 who stated, *“so, eh...sometimes we employ human resource, relevant human resource employed by the Department of Education because some scarce skills subjects such as Mathematics, Physical Science which are referred to as scarce skills subjects, difficult and key subjects, you find in certain schools such subjects being given to teachers who are not competent. So instead of teaching those subjects very well such teachers start to fail the children and then when they go to class, they go unprepared because they don't have competence of the said subjects”*.

It was also confirmed that some SMT members did not have the required competence to perform their duties. P1 affirmed, *“HODs are not capacitated to manage curriculum, and this affects the performance of the school. SMT doesn't have capacity to carry out their duties and responsibilities”*. P4 affirmed, *“So, the other issue I think is inefficiency in terms of curriculum management when the*

SMTs in the various schools are not capable of managing the curriculum well”.

5.4.14 Community unrest

It was revealed that community protests also affected the education of learners in schools because when the communities were protesting for service delivery *“you find that the learners are also taken on board to assist the parents on service delivery protest”* (P4). It was evident that protests affected the education of learners. For example, the farmers’ protest which took place on the 30 October 2017 where Grade 12 learners nearly missed their exams due to the protest in Gauteng. Fortunately, they were allowed to sit for the exams even though they arrived late. The other example is the 2016 protest, which severely affected schools in the Vuwani area in Limpopo Province, wherein twenty-four schools were burnt. Moreover, this calls for an intervention by the very same community members. They need to refrain from involving school learners in community marches. In datum, they are the ones who need to ensure that their children arrive at school safe and on time during those days of protests unlike being delayed or not going to school at all.

5.4.15 Posts provisioning

Legotlo (2014:11) confirms that *“the implementation of the post provisioning policy is still a challenge to schools and a major destabiliser in the teaching force”* and it also influences learner performance. This study revealed that the shortage of teachers yielded undesirable results. S2 in School A explained, *“and the issue of shortage of educators. Eh... because the classes are overcrowded because of the shortage of educators”*. The participants also highlighted what caused teacher shortages as S1 in school A elaborated, *“for example maybe the educator is ill and*

then for a long time then eh... the government is not eh... substituting eh... that educator, maybe for six months. The educator is ill but no replacement". S5 supported this in School A and P1. S3 in School A added, *"the replacement of teachers took a long time"*. This problem affects many schools where you find that a school spends a long time without replacement. This is because in Limpopo there are procedures which delay the hiring of teachers. For example, a post needs to be approved by the HOD before it can be advertised. Thereafter, a school can advertise a post and needs to wait for another approval from the district before the teacher can be engaged. The school is not allowed to engage the teacher before the approval from the Department of Basic Education. This is a long process which can overlap to six months, if no follow up is made, a school can spend the rest of the year without a teacher.

Another problem was the posts provisioning model used in Limpopo wherein the dual medium schools are not catered for, especially in primary schools. Schools are allocated posts equally irrespective of their curriculum needs but only considering learner-teacher ratio which is of no help in dual medium schools. The situation in a dual medium school is different because each grade has two home languages excluding the first additional language. This implies, for example, in grade one to three, each grade needs teachers for both languages if teaching and learning are to take place effectively. S2 in School A explained, *"they do not consider the dual medium (schools), so, that makes the school to have shortage of educators"*.

5.5 CHALLENGES SCHOOL MANAGEMENT TEAMS EXPERIENCE IN MANAGING CURRICULUM IMPLEMENTATION

5.5.1 Job description

As per Personnel Administrative Measures (PAM) A.3, A.4 and A.5, senior teachers, master teachers and HODs have been allocated many roles and responsibilities, which require plentiful time for them to realise their duties. This needs to be considered when allocating posts to schools so that SMT members can have sufficient time to manage curriculum implementation. It needs to be borne in mind that SMTs are regarded as curriculum managers while on the other hand, they also teach. So, their workload needs to be considered when allocating subjects to teachers and most importantly during posts provisioning by the Department of Basic Education. The issue of posts provisioning has a negative impact on the management of schools. S1 in School C argued that *“for a teacher with a class, to manage the curriculum in the class and manage the curriculum activities in the other class is a great challenge. So, to manage that is only to use time after the lessons, extra time at home”*. This means that as curriculum managers, they also have classes to teach and manage. So, this clashes with their curriculum management activities, and obviously, the curriculum may not be effectively managed as they also concentrate on the classes they teach. In this case, no class visits are conducted. P1 lamented that due to the shortage of HODs in the school *“it becomes a burden to the principal and his deputy to carry out all the duties as the deputy is also doing a class teaching”*. Therefore, a heavy workload was also found to be one of the challenges hindering curriculum implementation. SMTs feel that an increased workload interferes with their work’s effectiveness (Clarke 2012:130). P1 stated, *“the staff feels demotivated due to heavy workload because it becomes difficult for them to achieve what they want”*.

5.5.2 Transgression of school policies

This study proved that some teachers contravene the school policies and this affects curriculum implementation in their schools. P3 indicated, *“we have teachers who does (do) not follow the rules and regulations of the school. Some are late to come to school”*. P4 also added, *“teachers, some of them, I am not saying all, some teachers do not want to do things good like for instance we have policy called IQMS. We don’t do it well, we do it for the sake of money. We cannot be successful if we do not apply policies well, that is the challenge that I can say”*. It is, therefore, evident that in some instances, school policies are not adhered to. This proves that teachers are not cooperative as S3 in School C confirmed, *“sometimes you’ll find that there are some teachers who are also not cooperating, it makes it difficult for the curriculum to be correctly implemented because you will always have to push them”*. S1 in School E added, *“the other one is lack of cooperation by teachers”*.

5.5.3 Lack of infrastructure

The school managers need both human and material resources to achieve their management tasks as stated by Ndou (2008:44). One of the challenges hampering effective teaching and learning in schools is the lack of infrastructure. Some of the school buildings are dilapidated and not conducive to teaching and learning. S1 in School D highlighted, *“you’ll find that some schools lack buildings, so they are having so many learners in one class, congested in one class. So, teaching and learning does not go well and it impacts the performance there”*. P4 concurred, *“like for instance we have shortage of infrastructure, I have got about 465 learners. They are without sufficient accommodation; about ninety learners are crowded in one class”*.

5.5.4 Time on task

It was also revealed that some teachers are unable to manage their time as anticipated. S1 in School B mentioned, “*challenge number one that we encounter is the issue of going late to class by teachers although we are trying to push it, usually we are encouraging the monitors or class prefects to come and call the teacher. In that way, I observed that it is working. Although when I do it, personally it creates some friction but if it is done by the children I think it is working*”. If teachers do not attend their classes as expected, disciplinary procedures need to be applied as per Employment of Educators Act 76 of 1998 chapter five, rather than involving learners. S1 in School E explained, “*some of the educators are not used to attend the lessons at the right time and even leaving the class before the scheduled time*”. This indicates that SA schools still have a challenge of time management. This is confirmed by Msila (2011:442) who indicates that time management is one of the most challenging aspects of SMTs’ responsibilities. Therefore, SMTs need to ensure that teachers attend classes as expected even though sometimes it becomes difficult for them as they are also teaching.

5.5.5 The South African School Administration and Management System

The South African School Administration and Management System (SA-SAMS) is a computer programme used by South African schools for administrative, management and governance issues; recording and reporting; and registering learners and tracking them. So, the participants indicated that SA-SAMS also seems to impede their progress regarding assessment tasks indicated on SA-SAMS which sometimes do not match the ones stipulated in the policy documents. S1 in School A explained, “*changing of the mark sheets,*

eh...you find that they want so many tasks and then at the end of the quarter you find that, maybe they want eh...five tasks and then when the quarter is near the marksheet needs four tasks". The clash between SA-SAMS and CAPS usually causes this problem. Therefore, it is imperative that SA-SAMS designers use CAPS documents when entering formal assessment tasks in the system to avoid irregularities.

5.6 STRATEGIES TO ENHANCE CURRICULUM IMPLEMENTATION AND LEARNERS' PERFORMANCE IN SCHOOLS

In this study, the participants identified various strategies to be employed to improve curriculum implementation and learners' performance in schools. According to them, if the following issues can be addressed, almost all schools would start performing at an acceptable level.

5.6.1 Staffing

Staffing was identified as the predominant strategy because if not attended to, it could jeopardise the school's efficacy. If the school is operating with less staff, it is evident that there may be no room for effective teaching and learning and the school may not produce the desired results. S2 in School A explained, *"and the issue of shortage of educators. Eh... because the classes are overcrowded because of the shortage of educators. It's very difficult for, maybe for educator to help the children individually or sometimes in groups because there is no time and these children are too many for him or her. So, it is very important for the education system to provide enough educators"*. Dual medium schools need also to be considered as it was indicated and explained in Section 5.2.17. Learner-teacher ratio is key; however, the curriculum needs of the school need to be considered. Moreover, schools need also to

“ensure that recruitment of teachers is done according to staff establishment to avoid shortage of teachers” (P1). However, it must be borne in mind that, *“relevant human resource”* (P4) needs to be employed.

As it was indicated above that employment of *“relevant human resource”* (P4) is key to avoid *“having teachers and SMT who do not meet the curriculum needs of the school”* (P1). The schools need to employ teachers who match the post requirements, not ones who partially meet the requirements. This implies that the schools need to involve only teachers with relevant qualifications so that they can competently perform their duties (P1). It is evident that sometimes teachers are allocated subjects they are not competent in. P4 affirmed:

Mathematics, Physical Science which are referred to as scarce skills subjects, difficult and key subjects, you find in certain schools such subjects being given to teachers who are not competent. So instead of teaching those subjects very well such teachers start to fail the children and then when they go to class, they go unprepared because they do not have competence in the said subjects.

The IEP tests, which were administered to teachers ranging from Grades 1 to 6, also revealed that some teachers had a low content of knowledge in the subjects that they are teaching (Taylor 2008:11).

5.6.2 In-service training and workshops

This research revealed that workshops and in-service training are essential for the development of teachers and SMT. It was, therefore, essential that teachers and SMT be assisted with performing better in their different spheres of operation. Moreover, this needs to be done through workshops and training as P1 stated,

“the SMT needs to go through a thorough training, at least three months”. S1 in School E also added, *“and encourage them (teachers and SMT) to attend the in-service training by the circuit or the district*. P2 was of the view that it was also important that workshops be organised at the school level and where possible seek external assistance. *“It is very important that you must help, if maybe you cannot help them you must outsource, you take the educator out where the teacher can be trained or to the in-service training”*. P2 further alluded that teachers needed to be workshopped so that *“they perform well in their teaching in the classroom”*. S3 in School A and S1 in School D also emphasised the importance of workshops. S2 in School A concurred that *“workshopping the educators helps a lot”*. This is confirmed by Mafora and Phorabatho (2013:119) who mention that SMTs must organise school-based workshops whereby they may lead and guide teachers concerning the relevant content and approaches to implementing the curriculum in classrooms.

5.6.3 Parental involvement

Mtsweni (2013:57), in his study, revealed that parental involvement is vital for running an effective school. This study also revealed that if parents could adequately support their children in their studies, learner performance could improve. P2 maintained that *“there are a number of things maybe if they can be employed, they can help to improve performance of learners, eh...parental involvement. As teachers we work at school, and then we expect parents also to play their role when learners arrive at home, they must make sure that they check all learners’ books, whether the activities are written and then ask them questions about what they did throughout the day”*. P1 asserted that schools *“must have a way of attracting parents to be more involved in the education of their children and should work together with the parents to improve learner performance”*.

Parental involvement is critical as S4 in School A stated that if parents *“can take part in the education of the learners, the results might improve. If as a teacher you give a learner something to do and then the parent must check that”*. S1 in school E also concurred that it is important *“to involve the parents in the learners’ work and even holding parents’ meetings where they can be encouraged and motivated to take part in their learners’ problems”*.

5.6.4 Regular assessment

Regular informal assessment tasks play a critical role in the performance of learners because that would thoroughly prepare them for formal assessment tasks. P4 expatiated that, *“learners must be regularly assessed and the assessment must be standardised. Learners must be subjected to standardised assessments which have been moderated by assessment tools. Learners, where possible learners who are poorly performing must be identified and then we come up with intervention strategies. And then above all we have to assess them, we have to assess them regularly, give them enough written work so that they can catch up and close the gaps”*.

P1 agreed that *“learners need to be given enough work and that work need also to be monitored so that we can guarantee quality and quantity of work”*. S1 in School D concurred that the informal tasks need to be audited to ensure compliance of the assessment policy *“weekly or maybe after two weeks, we have to check as whether there is enough class works, enough home works given as planned, are the teachers giving learners class works as expected, are they giving them home works as expected, tests, as expected, assignments and all those things that is what we check concerning these informal tasks”*.

5.6.5 Extra lessons

It was also discovered that extra lessons help learners to perform better because learners are awarded more learning time. S1 in school D explained, *“firstly eh... even if teaching and learning takes place we need to reinforce it, eh... firstly I can say we need to go extra mile by making afternoon and morning studies which means there should be a timetable for that so that it can be monitored in a right way”*. P1 and S4 supported this idea in school A, and they all agreed that extra lessons help learners to achieve more. P2 also added, *“and then to have extra lessons again, maybe to those learners who are not keeping abreast with other learners and then by having extra lessons in the afternoon or in the morning helping them and thus trying to cover the curriculum.”*

5.6.6 Content coverage

The aim of introducing extra lessons is to cover the prescribed content and also to assist learners with challenges. Therefore, this shows how vital content coverage is, as P4 asserted, *“like I am saying syllabus coverage is key”*. P2 also emphasised on the importance of covering the prescribed content, *“I think if we can work hard and try to cover the curriculum or the syllabus as required it may help to improve the performance of the learners”*.

5.6.7 Reading as a routine

Since it was discovered that learners have a challenge in language proficiency, it is proper to encourage learners to take reading as a hobby. They need to be encouraged to read on a daily basis as early as Grade 1. P3 asserted, *“we have to make sure that learners are reading and then we must use the library whereby learners have access to read, to have books to take home and we must encourage*

them to write". The more they read, the more they may become better learners.

5.6.8 Supporting underperforming learners

This study also suggests that underperforming learners need to be supported so that they can improve their results. P4 maintained that, *"where possible learners who are poorly performing must be identified"* and then be supported. P4 explained further, *"we have to select them and group them. And then where possible identify quality teachers to make intervention strategies with them, teach them in the morning, teach them in the afternoon, cause them to come to school on Saturdays"*. P2 also supported that extra lessons could be of help to improve learner performance, *"again, maybe to those learners who are not keeping abreast with other learners and then by having extra lessons in the afternoon or in the morning"*.

5.6.9 Teacher and learner motivation

This study revealed that teachers and learners are motivated in different ways to perform better. Motivating teachers are found to be pivotal as S4 in school A lamented, *"yeah this issue of motivating teachers, the department is not motivating teachers, salary wise. You see if we...we... were to be given some incentives if maybe we produce good results, then. So, we go extra miles as teachers, teach in the afternoons, teach during holidays, teach during weekends, but the department is silent about it"*. Even though the department does not take the initiative of motivating teachers, schools are trying their best to motivate teachers. P4 explained how teachers are motivated in their school, *"and we motivate them, we give them incentives, we award them. At the end of the year, we are going to have a farewell function, so best teachers are going to get awards. During staff meetings as well, we pat them at the back and say, this one is our best teacher, this one is our best classroom"*

manager. You see we give them incentives all the time. We praise them, that is another way of making sure that there is positive learning environment in our schoolyard”.

The participants also felt that learners too, need to be motivated so that they can perform to their best level. They indicated that learners could be motivated by awards, positive comments, incentives and by displaying best-performing learners. S3 in School A asserted, *“we give them the awards, certificates awards, at the end of the year”*. This was supported by S1 in School B who indicated, *“we use incentives which usually happen at the end of the year in the form of certificates and trophies for the best learner. Certificates for top ten and trophies for best learner per grade”*. S1 in School C also added, *“the prize-giving can also be in a way of voucher to the learners, say maybe the learners are going for a trip somewhere and the best learner to just have that gift for going there”*.

This study also shows that teachers need to always praise learners for work well done. S2 in school A stated, *“by congratulating them and praising them”*. S2 in school C adds, *“I think also by praising them and by giving them something for example like pen, they know that if I managed to get 90%, I will get a pencil or pen. And also giving them, doing something like prize-giving at the end of the year. They will work hard so that they may get a trophy or certificate at least”*.

Lastly, by displaying the *“list of the top ten learners on the notice board at the back of their classes”* (S4 in School A). S1 in School B further maintained that discussing the performance of learners with their parents helps a lot because they may also encourage them to perform better. Most importantly, learners become more motivated if *“continuous feedback”* is provided (S4 in School A).

The more learners feel motivated; the more their results may improve.

5.6.10 Reducing teacher workload

This study showed that teacher workload needs to be considered when allocating posts because this affects the school's effectiveness. Clarke (2012:130) affirmed that teachers feel that an increased workload interferes with their work's effectiveness. S1 in School B stated, *"I would wish that we have more teachers at the school so that the work that is done by the SMT can be reduced that they can be able to manage the work of the teachers"*. This suggests that due to heavy workloads, SMT is unable to manage curriculum implementation effectively. The SMT members also teach, so if they had many subjects to teach evidently, they would not have enough time to manage the curriculum implementation. Therefore, teachers' workload needs to be reduced, and even the *"paperwork"* (S5 in School A) also needs to be reduced.

5.6.11 Building good relationships with all stakeholders

Building a good relationship between all stakeholders was found to be of great importance in this research study. S4 in School C stated, *"even to improve the learner, teacher, parent relationship, that can improve the performance of the learner"*. S1 in School B emphasises, *"the other thing is the issue of relationship between the teachers, the learners and the parents and also the relationship between this three plus the management, referring to the principal, the circuit, the district and so on. If the relationship can be good the results will be good also"*. This shows that it takes the entire community to educate a child. So, this proves that education requires a collaborative effort.

5.7 WAYS OF MANAGING CURRICULUM IMPLEMENTATION IN SCHOOLS

This study revealed that curriculum implementation refers to teaching and learning as P2 put it “*we know curriculum, that is teaching and learning, is the core business of education. And as an instructional leader that is what we must make sure it is done and done effectively*”. This implies that the SMT must ensure that the curriculum is efficiently implemented because curriculum implementation is an essential area of management for the SMT (Bush et al. 2010:162). Effective management of curriculum implementation requires the following:

5.7.1 Planning for curriculum implementation

According to Van Deventer (2016:125), “*planning includes the setting of a vision, mission, aims and outcomes, as well as the sub-tasks of problem-solving, decision-making and policy-making*”. In a nutshell, planning is a process which incorporates the setting of goals and developing policies that regulate the procedures of achieving those goals. When one plans for curriculum implementation, one starts by crafting a vision and then thereafter one starts planning how their vision would be achieved and putting policies in place that may serve as boundaries of the application of those plans. Planning for curriculum implementation includes setting a vision and mission; curriculum plans; and curriculum policies.

The SMT needs to plan for curriculum implementation. Planning is regarded as one of the management tasks (Van Deventer 2016:110). Planning includes setting goals and making a decision, plans and policies (Cole & Kelly 2011:17). It is, therefore, evident that “*planning is key; without planning you won’t be able to achieve*

anything” (P4). Planning for curriculum implementation includes, among others, crafting a vision, establishing plans and policies, time-tabling, preparing content to be taught, preparing for the assessment, allocation of duties, organising LTSM, recruiting relevant staff, and creating a safe environment for teaching and learning. It is evident that planning is a prerequisite for effective curriculum implementation.

Planning is an essential aspect for effective curriculum implementation as P4 elaborated, “*so, planning all the time is important like I am saying you have to plan your teachers, which teacher is going to become a Maths teacher in 2018, which teacher is going to become a Life Science in 2018. So, planning must be done on time; you have to plan the timetable, you have to plan the allocation of responsibility on time, you have to plan the classrooms, which classrooms are going to be occupied by which grade on time. So, planning really is quite important, you have to plan everything well on time, prior implementation*”.

P2 concurred that planning needs to be done prior the implementation, “*planning goes with time. And planning helps the principal to know what to do and when. Eh...planning helps the principal to know when to monitor educators’ work. And planning helps to know when the educators must assess learners in the classroom. Planning ensures or make the principal to know when to hold meetings to support educators, when to hold meetings to discuss curriculum and curriculum coverage, when to hold meetings where you discuss performance of learners. Planning also help principal to know when to call parents to school to discuss learners’ work and when to call parents to school to discuss school activities in general*”. P3 further highlighted the importance of planning, “*the planning assist(s) because as long as we follow the planning it assist (s) us to implement good curriculum and it help (s) us to*

manage the curriculum well". Therefore, for its effectiveness, it is essential to involve all stakeholders in curriculum planning as P2 indicated that, *"plans are drawn by the principal together with the educators and the other stakeholders"*.

Different curriculum plans are kept at the school level, for example, annual plan, curriculum management plan, Academic Performance Improvement Plan, School Improvement Plan, teaching plans, assessment plan and lesson plans. These plans aim to give all stakeholders direction and to improve curriculum implementation in schools.

Firstly, a school must have a year plan where all curriculum activities are incorporated into one plan. P2 asserted, *"eh...the year programme/plan, this is the most important one because all other plans are taken out of it. It makes the principal to know when to do monitoring, when to do moderation and when to have meetings. S1 in School D added, "the school is having an annual plan where now we indicate from day one to the last day of the year what is expected, that on this day we are going to do this, month end we are going to write so many tests"*.

Secondly, a school must have a curriculum management plan. In School C, the SMT made mention of a curriculum management plan and assessment plan. S2 in School C stated, *"curriculum management plan, inside the curriculum management plan there is a time and then where we are going to visit teachers, and inside that curriculum management plan, we have the assessment. This serve(s) as a guide to remind us when to visit the classes and also how to assess our learners"*.

Thirdly, a school has an Academic Performance Improvement Plan (APIP). P3 asserted, *"we have the APIP"*. P2 explained, *"eh...the*

academic improvement plan and this will only be used after the educator has found out that the learners have weaknesses or flaws here and there and we must come up with the plan”.

Furthermore, a school has an improvement plan. P2 indicated, *“and then another plan is School Improvement Plan, eh...this one may sound broad because it speaks about not only the curriculum but the school as a whole. Eh...it is the plan that help us to, maybe you have discovered that learners have a problem in reading or in anything that might have be discovered then we use the School Improvement Plan, it is the one which is going to tell us what is needed, that can be used in order to improve reading in the school”.*

In addition, at school, there are teaching plans which indicate what teachers need to teach and when to teach. S2 in School E indicated that teachers *“also keep the annual teaching plan”.*

Over and above, a school has an assessment plan which shows when, how and what to assess. S5 in School A stated, *“assessment programme or plan”.* S1 in School A explained what the assessment programme or plan entails, *“a plan for number of formal tasks and informal tasks, how many class works must be done in a quarter”.*

Lastly, at a school, there are lesson plans which are kept by each subject teacher. S1 in School D indicated, *“first of all we know that if a teacher goes to class must be knowing what he or she is going to do, actually they must be having lesson plans or preparations”.* S2 in school E confirmed that teachers in their school *“do have lesson plans”.* S2 in School A, S1 in School B and S3 in school C also affirmed that teachers have lesson plans.

5.7.2 Curriculum policies

SMTs need to ensure that all policies about the curriculum are developed and implemented since they need to take a leading role in curriculum policy formulation and implementation (Van Wyk & Marumoloa 2012:109). P1 indicated, *“my role is ensuring that policies are developed”*. P2 confirmed, *“then as an instructional leader it is important to have policies that will regulate and give direction to what should be done”* and how it needs to be done. A good curriculum manager needs to have policies in place to allow effective teaching and learning to take place.

5.7.3 Allocating duties

Allocating duties, authority and responsibility; and the division of work is part of school organisation (Cole & Kelly 2011:17). So, it is the responsibility of the SMT to ensure that distribution of duties is done relatively without favouritism. P1 indicated, *“I must also ensure that I distribute work equally among teachers so that every teacher can be able to manage his or her work as expected”*. P4 affirmed, *“we allocate responsibilities to individual teachers”*. P4 further emphasised that SMT need to ascertain that the allocation of responsibilities is done on time. That may also allow teachers ample time to attend to their preparations.

5.7.4 Establishing subjects’ committees

Organising is one of the management tasks and includes establishing managerial committees, delegating and coordinating (Van Deventer 2016:125). Therefore, the SMT have a right to ensure that different committees are constituted to help in running some of the school’s activities. This may also help to reduce the SMT’s workload because *“if they (teachers) have a problem in the*

certain subjects, they first meet with the subject head and discuss the issue” (S2 in School A). P4 also confirmed that subject committees assist in supporting teachers when they have problems in particular subjects.

5.7.5 Monitoring lesson preparations

It is essential that the SMTs, as instructional leaders, ensure monitoring of lesson preparations and ascertain that they are adequately developed as per CAPS document (Botha 2013:203). This study discovered that monitoring of lesson plans is crucial. P4 explained, *“is like any work which is to be done, you have to start with the preparation. Once the lesson preparations are done they must be controlled”*. S1 in School E affirmed that SMTs *“monitor their (teachers’) work, lesson plans on weekly basis and give them support”*. S1 in School D and S2 in School E declared monitoring of lesson plans to be more essential because it helped to check if teachers were teaching relevant content prescribed for that particular period and grade.

5.7.6 Conducting class visits

Monitoring performance includes class visits, observing, evaluating teachers’ work and in turn giving them feedback and support (Bush et al. 2010:165). Monitoring of lesson plans therefore needs to be accompanied by class visits whereby the SMTs check if lesson presentation conforms to the lesson preparation as it was anticipated. S3 in School C also stressed that SMTs *“monitor those lesson plans through class visits”*. S2 in School A showed that class visits were of help to educators too as she stated, *“I think the monitoring and the class visits are also helping the educators. If the HOD conducts class visits, she/he can detect any problems the*

educator is having. If you find that the educator is having a problem you mentor the educator”.

5.7.7 Utilising period registers

Sometimes it becomes impossible for SMTs to monitor attendance of periods as they are also teaching, hence the use of period registers. P2 elaborated on the use of period registers, *“number 1 we have tools like period register for monitoring or ensuring that educators go to class in time and do their work in the classroom. We make them to sign the period register in the classroom”.*

5.7.8 Monitoring teachers’ and learners’ performance

Monitoring of teachers’ and learners’ performance is critical for tracking performance targets. Monitoring performance includes class visits, observing, evaluating their work and in turn giving them the feedback and support they might require (Bush et al. 2010:165). This study revealed that monitoring teachers’ and learners’ performance can be done through class visits, checking informal tasks, post moderation and schedules.

This study also revealed that monitoring of teachers’ and learners’ performance is done at the end of the term through analyses of results after completing schedules (S3 in School C). The summary of results and the analyses of results, *“assist us to see whether their learners are performing well, including the teachers per subject”* (S2 in School B). Moreover, then eventually, *“after doing subject analysis we can just develop intervention strategies”* (S2 in School E). This implies that support is provided where there is a need for intervention. S2 in School A confirmed, *“the performance of learners, we monitor it by the schedules, analysing the results and to see if there is any improvement or not and after if there are*

problems, then we discuss on how to solve the problems and or any improvements that can be made, quarterly". S1 in School D also concurred that after analysing the results, if there are flaws, necessary support is provided.

Furthermore, *"teacher performance also can be seen through learners' results that maybe, it is two ways, maybe the problem is with the teacher or the learners but you can see that there is a problem. And it is the work of the SMT to find out any problems and you tackle them"* (S2 in School A). This implies that SMTs *"monitor educators work through learners' work"* (S2 in School E).

5.7.9 Managing learner assessment

5.7.9.1 Assessment policy

Assessment policy regulates learner assessment in schools. So, assessment policy assists SMT to manage learner assessment effectively. P2 asserted, *"we use the assessment policy to check if the educators assess the learners after teaching, that ensures that educators assess learners after teaching, ensures that the educators have the recording of the work or assessment done"*. S1 in School B added, *"this assessment policy tells us how to assess in order to address different cognitive levels of a child"*. S2 in School E affirmed that the assessment policy was used to *"check or test the level of the learners according to three levels, actually here when a person is setting a task must check the levels, there is high order questions, the middle order question and the low-level questions"*.

Furthermore, *"assessment policy will encourage educators not to deviate from the CAPS as a national policy"* (S2 in School C). In a nutshell, the assessment policy informs one how to assess, when to assess and what to assess. The assessment policy includes types of assessment, number of assessment tasks, recording,

reporting, assessment forms, assessment tools and mark allocation.

5.7.9.2 Assessment programme or plan

The assessment programme is drawn from the assessment policy. It guides teachers on the type, number and dates of assessment tasks. S1 in School A gave an example of what the assessment programme may entail, *“a plan for number of formal tasks and informal tasks, how many class works must be done in a quarter”*.

5.7.9.3 Audit of written work

After learners have been assessed informally, an audit of written work is conducted and this is done every month. The aim of conducting the work audit is to check the quality and quantity of work; to check if the teachers are teaching the correct content as prescribed in CAPS and to check whether the teachers have covered the prescribed content, and to check if marking was done correctly. It is crucial for SMTs to check that teachers have covered the prescribed content because *“syllabus coverage is key”* (P4). Therefore, allocated teaching time needs to be utilised optimally to address the issue of content coverage and time on task.

It is evident that schools conduct an audit of written work. S5 in School A confirmed, *“and another thing is doing written work audit”*. Audit of written work is also done to *“see how far he is, has he covered the work or not”* (S4 in School C). Moreover, an audit of written work is also used to ensure that *“the class activities do tally with the lesson plans”* (S1 in School E). Informal assessment tasks are used to prepare learners for formal tasks. It is, therefore, of great importance that learners be exposed to different questions daily so that they can efficiently tackle questions during tests and examinations. P4 asserted, *“learners must be regularly assessed”*.

It is, therefore, of great importance that the SMT make sure that teachers give learners sufficient tasks to prepare them for formal tasks. In addition, this needs to be done by conducting an audit of written work every month. P4 further emphasised *“and then above all; we have to assess them, we have to assess them regularly, give them enough written work so that they can catch up and close the gaps”*.

5.7.9.4 Pre-moderation and post moderation

Pre-moderation is also conducted before an assessment task can be administered. Its aim is to quality assure the task before it can be written. S2 in School E stated, *“we monitor them by doing pre-moderation to check as whether the task meet the requirements, maybe the task consist of low order questions, if that task is in such a way it must not be moderated it must be sent back to the relevant educator”*. This implies that when a teacher sets a question paper, he or she must consider all learners’ cognitive levels. Therefore, in this regard, Bloom and Barret’s Taxonomies need to be considered. In addition, marks’ allocation is also monitored during pre-moderation.

Moreover, then after the administration of assessment tasks, post moderation is also conducted to confirm whether the marking was done accordingly and that the marks were recorded correctly or not. P3 confirmed, *“after they have written that subject, I am going to make a post moderation”*. S1 in School E indicated how post moderation was conducted, *“we do sampling of scripts during post moderation session”*.

5.7.10 Providing continuous teacher development programmes

Teachers need to be empowered to deliver quality education (Steyn, Steyn, De Waal & Wolhuter 2011:167). It is, therefore, the responsibility of the SMT to organise teacher development programmes. SMTs are expected to organise school-based workshops whereby they may lead and guide teachers about the relevant content and approaches to implementing the curriculum in classrooms (Mafora & Phorabatho 2013:119). S1 in School D affirmed, *“the most important thing is to workshop them, teachers must be workshopped of how these CAPS documents are used”*. And this may help enhance teaching and learning because *“once they are developed they will be able to do their work efficiently and effectively”* (P4).

Professional teacher development forms the basis for quality teaching and learning in South African schools (Tsotetsi & Mahlomaholo 2013:89). This study has revealed that various professional development programmes could be engaged to develop teachers and these programmes help teachers to grow professionally. These programmes include teacher initiated, school initiated and externally initiated programmes. It is, therefore, becoming apparent that CPTD, as initiated by the South African Council of Educators (SACE), is vital for the development of teachers. CPTD is aligned with the Department of Basic Education’s Action Plan 2014, goal 16, which is aimed at improving teachers’ professional growth, teaching skills, subject knowledge and computer literacy throughout their profession (Department of Basic Education 2011e:2). According to this study, teachers can be developed through in-service training, workshops and meetings.

5.7.10.1 In-service training

It is essential to identify one's staff's weaknesses and strengths before organising development programmes. This may assist in determining areas of development for each teacher. Thereafter, teachers can be sent to in-service training as per individual needs. P2 asserted, *"eh...like I said earlier as an instructional leader you must know your educators, know their weaknesses and know their strengths. It is very important that you must help, ...you take the educator to the in-service training"*. S1 in School E also added, *"and encourage them to attend the in-service training workshops and by the circuit or the district"*.

Another way of empowering teachers to be better curriculum implementers is by workshopping them. S1 in School D affirmed, *"I think the most important thing is to workshop them, teachers must be workshopped of how this (these) CAPS documents are used"*. P2 indicated that one can *"take them to the workshop and try to workshop them to make sure that they perform well in their teaching in the classroom"*. This suggests that SMTs can also organise school-based workshops for teachers not to rely only on those organised by the circuit or district. S5 in School A also confirmed, *"usually we have own workshops where we discuss what to do when and what not to do"*. S2 in School A emphasised the importance of workshops by indicating that, *"workshopping the educators helps a lot"*.

5.7.10.2 Meetings

In this study, it was mentioned that engaging teachers in meetings where curriculum implementation processes are discussed also helps. Teachers need to always be reminded of their purpose and the school's vision so that they can perform as expected. P2

concluded, *“and one other thing is to call meetings, regular meetings where educators will be reminded of the vision”*. S2 in School E added, *“sometimes when we hold meetings, we outline some of the things that are in the documents”*. S3 in school C confirmed that meetings were held where curriculum issues were discussed, *“sometimes we have a meeting with them wherein we discuss those policies in that way they will be more conversant with the curriculum policies”*. S2 in School A added, *“we hold phase meetings wherein the educators discuss some challenges which they have”*.

5.7.11 Monitoring and supporting teachers

There is a need for SMT to put teachers' work under systematic review where they continuously monitor their progress and see how they perform. In other words, monitoring assists in identifying areas for improvement. Then, thereafter, put in place a support system for teachers who are underperforming as per performance indicators. The purpose of support is to empower teachers to improve teaching and learning practices in their classrooms (Kruger 2016:348). This study has revealed that there is still a need for continued training until everyone is confident and content about his or her performance as Ndou (2008:36) highlights in his study. Therefore, the principal as an instructional leader and an overseer, delegates duties to subordinates and leads the SMT in monitoring curriculum implementation.

Moreover, principals' leadership responsibilities can be delegated to others in a school setting (Naidoo, Mncube & Potokri 2015:319). This implies that, even though the principals are regarded as leaders regarding pedagogy and instruction (Grobler 2013: S179), there is still a necessity to delegate leadership and management responsibilities to others because the success of the school does

not solely rely on the principal but also the collective efforts. P1 affirmed, *“I usually delegate the deputy principal, the HODs and the senior teachers to conduct workshops, to do class visits and to monitor teachers’ work, to ensure the teachers have given enough work and of good quality”*.

This study has confirmed that monitoring and support are very critical. The SMT need to start by monitoring the teachers; if there is a need for improvement or flaws were identified, the SMT need to support the teachers. Therefore, when managing curriculum implementation, monitoring tools need to be used. For example, lesson plan, content coverage, an audit of written work, pre-moderation of formal tasks, post moderation of formal tasks and classroom observations. P3 affirmed, *“to manage the curriculum, we are having monitoring tools”*. Therefore, this study shows various ways in which novice teachers and experienced teachers can be monitored and supported.

5.7.11.1 Novice teachers

Novice teachers are inexperienced teachers who have three years or less in the teaching profession (Matsebane 2015:12). Therefore, these teachers need to be carefully monitored and supported. The Department of Basic Education (2011b:8) emphasised that SMTs need to ensure the induction and orientation of beginner teachers. P4 confirmed, *“like I said at the beginning sometimes teachers may be hired new from the college or universities. They are not yet acquainted with what is done in the classroom. So, in case of such cases you start with orientation and after you have done the orientation, you do the introduction and then once you have done the introduction you expose the teacher to the classroom situation”*.

However, before going through all procedures of assisting novice teachers, a mentor needs to be assigned first. S1 in School E

confirmed, *“assign a senior teacher to be his or her mentor”*. After assigning a mentor to a beginner teacher, then the orientation process can unfold knowing who may be responsible for the mentorship of such teachers. S4 in school C maintained that *“we orientate the teacher then we mentor him or her. Thereafter a class visit will follow to see whether he is coping, then support will be given where needed”*.

It is evident that novice teachers could also be assisted by conducting induction programmes to improve teaching and learning (Matsebane 2015:51). S2 in School E affirmed, *“we do an induction for the beginners and then after doing an induction maybe or we just give them the policy documents as well as the files for the preparations and we give him or her the direction/advice of how to do it”*. As indicated earlier, S5 in School A also confirmed, *“usually we have own workshops where we discuss what to do when and what not to do. So, it becomes easy for the newly appointed teacher to get used to what others are doing”*.

This research has also revealed that it is essential that after monitoring novice teachers, support is provided. S1 in School D explained further, *“So, those beginner teachers, we need to sit down with them and tell them what actually is expected of them and then thereafter we should just give them all the support we can”*. S2 in School B affirmed, *“we support them by visiting them time and again”*. S1 in School B also alluded, *“and then when they start, we also give them the necessary documents”*.

5.7.11.2 Experienced teachers

Experienced teachers also need to be monitored and supported to ensure the delivery of quality education. Nevertheless, it is evident that some schools do not monitor teachers as required and they do not provide teachers with the support they require. P1 stated,

“unfortunately, in our case the principal and the deputy principal are the ones who try to support the teachers and the support we are giving is not enough”.

Teachers’ work is monitored, for example, through checking of lesson preparations, class visits and audit of written work. P4 indicated, *“once the lesson preparations are done they must be controlled and then you take the teacher to the classroom. In the classroom the teacher has to present the lesson and then where there are problems we have to support. So, support is key”.* Then S1 in School C affirmed, *“we can make class visits and do work audit for the learners’ activities according to CAPS and also check the teachers’ portfolios and lesson preparations and the CASS files”.* S1 in School E affirmed, *“we used to monitor their work, lesson plans on a weekly basis and give them support”.* S2 in School E added, *“we check eh...learners’ classwork books as well as homework books whether they tally with their lesson plans”.*

This confirms that experienced teachers also need support. P2 suggested that mini workshops can be organised for teachers who still have challenges. He further maintained, *“if maybe you cannot help them you must outsource, you take the educator out where the teacher can be trained or to the in-service training”.* P3 also added that teachers must also be given scholastic materials to support their teaching. She stated, *“we give them educational materials such as textbooks. So, teachers sometimes like some study guides so we go and buy them”.*

5.8 THE FINDINGS FROM NON-PARTICIPANT OBSERVATION

The researcher remained an eavesdropper during this empirical research. This implies that she was a non-participant observer. In the process, the participants’ body language, facial expressions and the tone of their voices were observed and recorded using field

notes during the interviews to assist in analysing verbal data. So, the researcher observed the participants as they were engaging in their deliberations.

In School A, the principal seemed to be confident and honest in his discussion without any reservations. He indicated that *“HODs are not capacitated to manage curriculum”* implementation. This was evident during focus group interviews wherein some SMT members were unsure about their roles as curriculum managers. The SMTs were taking time to answer certain questions, and some of the SMT members were quiet most of the time. One of them even expressed his frustration by saying, *“this is another challenge because you find yourself in SMT because you are regarded as one of the senior teachers. Now when it comes to conducting workshops to educators, we are not mandated about that. Some of us, we are here because of that title of being a senior teacher”* (S4 in School A).

The researcher could realise that they were willing to answer the questions but did not know what to say and could also realise the frustration on their faces. It was, therefore, concluded that most of the SMT members in School A were not trained on how curriculum implementation needed to be managed.

In School B, the principal explicitly elaborated on how curriculum implementation was managed in his school. The researcher observed that the curriculum was well managed in this school even though the SMT members showed that they were unsure of the curriculum plans that were kept at the school to assist them in managing curriculum implementation.

In School C, both the principal and the SMT members easily shared how curriculum implementation was managed at their school. They

were only upset about the challenges impeding their progress as a school.

In School D, the principal and the SMT clearly explained how the curriculum was managed in their school. They actively participated throughout the interview.

In School E, the principal did not take part in the study. The SMT was actively involved in the study. They were able to share how curriculum implementation was managed at their school.

Generally, the researcher observed that most of the participants hesitantly answered the questions on curriculum plans and curriculum policies, especially on their application. This suggested that some of those plans and policies were not well implemented in their schools and this might affect curriculum delivery and learner performance. Again, from how some participants were answering questions, the researcher could detect that sometimes curriculum management was somehow neglected.

Finally, some SMT members displayed a lack of proficiency in terms of curriculum management while most principals appeared to know more about curriculum implementation management.

5.9 THE FINDINGS FROM DOCUMENTS ANALYSIS

Documents analysis is another qualitative data collection method in which documents play a critical role in the interpretation of data. As it was indicated in chapter one and four, documents analysis was identified as one of the data collection methods in this study. The documents used included: curriculum policies, for example, teaching and learning policy, and assessment policy; curriculum related plans, for example, the School Improvement Plan, curriculum management plan, and academic improvement plan,

minutes of the meetings and monitoring tools. These are used to control curriculum activities, for example, lesson plan, content coverage, an audit of written work, pre-moderation of formal tasks, post moderation of formal tasks and classroom observations.

The aforementioned documents were requested immediately after the interviews. They were used to corroborate data collected during interviews and observations. This research revealed that curriculum policies and plans are very vital when managing curriculum implementation. That is why the researcher had to request those documents from schools as a confirmation of what they were articulating during the interviews. The data collected through documents were arranged under the following themes:

5.9.1 Curriculum policies

Curriculum policies form the basis for curriculum implementation and management. Schools were requested to produce curriculum policies which are used to support curriculum implementation and management. The primary curriculum policies that schools need to encompass are CAPS documents, NPPPR, NPA, Teaching and Learning Policy, monitoring policy, Staff Development Policy, Subject Policies and the Assessment Policy.

All schools have CAPS documents, NPPPR and NPA even though some SMT members were not conversant with NPPPR and NPA. The Teaching and Learning Policy was mentioned in two schools (school A&B); however, there was no evidence of such in one school (B). The Assessment Policy was mentioned in all schools, but there was evidence of those policies in three schools only, and that was School B, C and E. Subject policies were highlighted in three schools (B, C and E) and there was evidence in School B and C only. Staff Development Policy was not mentioned at all, but in School B. This policy was one of the documents which was given to

the researcher. None of the schools mentioned the monitoring policy.

It is, therefore, concluded that schools are still lacking in curriculum implementation and management policies. These policies would help to regulate teaching and learning, and they would also serve as guidelines for teachers and curriculum managers. If policies are established, everyone may be able to know what is expected of him or her and when.

5.9.2 Curriculum plans

Curriculum plans need to be established for the effective implementation of the aforesaid policies (Department of Basic Education 2011b:46). According to the researcher, curriculum plans shape a way for curriculum implementation and management. A year plan serves as a core plan that incorporates all activities from different curriculum plans. The year plan needs to integrate all activities from different curriculum plans, for example, assessment plan, School Improvement Plan (SIP), Academic Performance Improvement Plan (APIP) and management plans (Department of Basic Education 2011b:47).

This research revealed that School B, C and D had almost all curriculum management plans, for example, year plan, School Improvement Plan (SIP), Academic Performance Improvement Plan (APIP), assessment plan and lesson plans. School B and C also had a curriculum management plan where all curriculum activities were merged into one plan. School A and E had only two plans namely; assessment plan and lesson plans. In School B and E, they also had a monitoring schedule. For all the plans, there is evidence that they were indeed utilised at schools even though the researcher could not guarantee their effectiveness.

5.9.3 Monitoring tools

The SMT needs to have tools to monitor the implementation of policies and plans and present reports during meetings. The monitoring of curriculum implementation and management may not be possible without monitoring tools. So, monitoring tools are used to monitor curriculum policies and plans. Monitoring tools which are used to control curriculum activities are lesson planning, content coverage, an audit of written work, pre-moderation of formal tasks, post moderation of formal tasks and classroom observations.

This study revealed that School E was the only school that was able to prove that monitoring was efficiently administered using the relevant tools. The reason was that they were able to provide the researcher with all used monitoring tools as evidence that monitoring was indeed conducted at their school. In school A, B, and C there was evidence that monitoring tools were there and utilised as expected. In School D there was also evidence that curriculum implementation was monitored through monitoring tool. However, the only problem was the use of OBE (Outcomes-based education) terms such as LO (Learning outcomes), AS's (Assessment standards) and LA (Learning area). It was apparent that class visits or observations were rarely conducted or not done at all because schools mentioned that in the transcripts but they failed to provide evidence. P4 also indicated that sometimes teachers do not want to be evaluated as stated, *"When you say today is your day I am going to be with you in the classroom and visit you and see how you are performing. The teacher will say, 'no I don't need any inspection'"*.

5.9.4 Curriculum management meetings

In the previous transcripts, it was evident that schools hold various meetings such as staff meetings, parents' meetings, departmental meetings, SGB meetings and SMT meetings. However, most of the curriculum matters were discussed during staff meetings rather than in distinct curriculum meetings where only curriculum matters were discussed or dealt with. None of the schools provided evidence of curriculum management meetings by the SMT members. It is significant that each member of the SMT has records of meetings held under his or her department. This may assist them in making follow-ups where necessary and to become better curriculum managers.

5.9.5 Teachers' and learners' performance

The researcher also discovered that all schools analysed the learners' results per term and per subject. For all schools, there is evidence that the results were analysed and discussed per term. In School E, the SMT went to the extent of keeping and monitoring each teacher's subject performance that showed a number of learners taking the subject; the number of learners who passed; and the average percentage obtained. In School B, the SMT displayed the targets for each subject and how the teachers performed in those subjects; and the SMT kept those records for monitoring purposes. This also assisted the teachers in seeing how they performed.

5.10 SUMMARY

This chapter was used to present, analyse and interpret data collected from respective participants who were involved in the research study. The findings were presented in the participants'

unaltered words. Furthermore, this chapter provided a discussion of the research findings which addressed the main aims of this research project. Moreover, data on managing curriculum implementation in primary schools was discussed and explained to link the central research questions of this empirical research and its aims. Chapter six outlines the summary, conclusion and recommendations of the study. The limitations of this study are also highlighted.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

The previous chapter outlined a detailed description and analysis of the data and its interpretation. This implies that data collected through individual interviews, focus group interviews, non-participant observation and documents analysis was discussed comprehensively. In a nutshell, it was used for data analysis and interpretation as well as to discuss the findings of the research.

This chapter discusses general conclusions and provides viable recommendations on how schools could improve their curriculum management strategies. Based on the data collected, conclusions are drawn from this research study. The limitations of this study are further highlighted.

6.2 SUMMARY OF THE STUDY

This study primarily focused on the effective ways of managing curriculum implementation in primary schools. The study was conducted in five primary schools in Sekhukhune District, Limpopo Province. Data collection methods engaged included individual interviews, focus group interviews, non-participant observation and documents analysis. The study is embedded in a constructivist or interpretivists paradigm which is used to understand and describe human nature. A phenomenological model of naturalistic inquiry categories was used to describe SMTs' meanings of lived experiences, namely, that one of managing curriculum implementation.

Chapter One outlined the orientation and background of the study. This chapter provided an overview of the study. In Chapter Two,

the researcher outlined the theoretical framework underpinning the study. The instructional leadership models and the four critical elements of management served as lenses of this study which were planning, organising, leading or directing and controlling or evaluating. The researcher used Chapter Three to outline what literature exposes about curriculum implementation and management, including the impact of curriculum change on learner performance. The literature review was used to support the importance of the topic and to inform the empirical research. Then Chapter Four was used to highlight the research methodology or approach and research design used in the study. Qualitative research approach which included interactive research design was employed for this study. Chapter Five was used to present, analyse discuss and interpret data. Lastly, Chapter Six was used to present the study summary, conclusions and recommendations. In this chapter, conclusions were drawn to provide a synopsis of the entire study. Recommendations were made to assist SMTs and principals on the ideas that could be adopted to reinforce the management of curriculum implementation in schools. Recommendations and possible topics for future research were also specified.

6.3 LIMITATIONS OF THE STUDY

The fundamental objective of this study was to investigate how SMTs of primary schools in Sekhukhune District are managing curriculum implementation to bring about quality education. Like any other study, this study also had some limitations. The study focused on only five primary schools in the Sekhukhune District. The results may, therefore, not apply to all primary schools within the district. The outcomes of the research study may also not apply to secondary schools in the district as they were excluded from the research study. The study relied mainly on the views of the SMTs at those selected schools. Again, some SMTs were reluctant to take part in the study, and this included one principal.

Furthermore, the research questions were prepared and presented in English. Almost all participants responded in English except for one participant who expressed himself in the language of his choice. Despite these limitations, this empirical research achieved what it intended to achieve through data collection methods employed, namely, interviews, non-participant observation and documents analysis.

6.4 GENERAL CONCLUSIONS

This research study investigated effective ways of managing curriculum implementation in primary schools within the Sekhukhune District. The study aimed to provide suggestions and recommendations that may hopefully improve curriculum management by SMTs. The investigation was aimed at highlighting various methods or strategies, which SMTs can adopt to manage curriculum implementation effectively to achieve quality education. The study was also aimed at making SMTs aware of their roles in the effective implementation of the curriculum and attempts to address the problem of role confusion regarding curriculum management which was highlighted by Rakoma and Matshe (2014:443).

Therefore, to achieve these aims, the following questions were addressed:

The main research question:

- To what extent are School Management Teams of primary schools in Sekhukhune District able to manage curriculum implementation?

The sub-questions:

- What are the roles of principals as instructional leaders?

- What are the roles of the School Management Teams in terms of the effective management of curriculum implementation?
- What causes a high failure rate in schools?
- What challenges do School Management Teams experience in managing curriculum implementation?
- Which strategies can be employed to enhance curriculum implementation and learners' performance?
- How can School Management Teams effectively manage curriculum implementation?

This research study was, therefore, conducted with the SMTs; principal, deputy principal, Heads of Departments, subject heads, and senior teachers, in an attempt to answer these questions. Thus, the anticipated questions were attended to through individual interviews, focus group interviews, non-participant observations and documents analysis.

6.5 PRINCIPALS' PERCEPTIONS ON THEIR ROLES AS INSTRUCTIONAL LEADERS

This research study has revealed that the principals are aware of their roles as instructional leaders. These roles were mentioned in Chapter three and then confirmed in Chapter five. The principals' roles were also highlighted in the theoretical framework section. They identified their roles as follows (cf. 2.5, 3.3, 5.2):

1. Creating a favourable educational environment (cf. 2.5.2, 2.5.4, 3.3.1 & 5.2.1);
2. Leading curriculum implementation (cf. 3.3.4 & 5.2.2);
3. Organising teaching workloads and relevant teaching and learning materials (cf. 3.3.3 & 5.2.3);
4. Recruiting teachers (cf. 2.5.4 & 5.2.4);
5. Supervising and monitoring curriculum implementation (cf. 2.5.1, 2.5.2, 2.6, 3.3.6 & 5.2.5);

6. Planning for curriculum implementation (cf.2.11, 3.3.2 & 5.2.6);
7. Providing continuous professional development (cf. 2.5.1, 2.5.2, 2.5.3, 2.5.6, 3.3.5 & 5.2.7);
8. Communicating effectively (cf. 2.5.5, 5.2.8); and
9. Protecting instructional time (cf.2.5.1, 2.5.2, 2.5.4 & 5.2.9).

6.6 SMTs' PERCEPTIONS ON THEIR ROLES AS CURRICULUM MANAGERS

This study shows that the SMTs were able to identify some of their duties as curriculum managers even though some of the SMT members were unsure about their roles and responsibilities. They were able to identify the following (cf. 3.4 and cf. 5.3):

1. Managing administrative affairs of the school (cf. 3.4.1 & 5.3.1);
2. Supervising curriculum implementation (cf. 3.4.7 & 5.3.2);
3. Controlling teachers' and learners' work (cf. 3.4.3 & 5.3.3);
4. Monitoring and supporting teachers (cf. 5.3.4); and
5. Providing teacher development programmes (cf. 3.4.5 & 5.3.6).

6.7 CAUSES OF HIGH FAILURE RATE IN SOUTH AFRICAN SCHOOLS

This study revealed various contributing factors towards the high failure rate in South African Schools. The following contributing factors were identified, namely, education policy, curriculum changes, lack of proper training, lack of curriculum management skills, socioeconomic factors, lack of parental involvement, lack of proper planning, language as a barrier, teacher and learner commitment, provisioning of LTSM, teacher and learner absenteeism. As well as, overcrowding in classrooms, lack of discipline, lack of content coverage, incompetent teachers and SMT, community unrest and staffing (cf.5.4).

6.8 CHALLENGES IMPEDING CURRICULUM IMPLEMENTATION AND ITS MANAGEMENT

It was revealed that numerous factors hinder the management and implementation of the curriculum in schools. The SMTs identified the following curriculum management impediments to curriculum implementation, namely, the issues about job description; the heavy workload in schools; the transgressions of school policies; the lack of cooperation; the lack of infrastructure; the delay of time on tasks; and the use of SA-SAMS for recording and reporting (cf. 5.5).

6.9 STRATEGIES TO ENHANCE CURRICULUM IMPLEMENTATION AND LEARNERS' PERFORMANCE

The participants were able to identify various strategies which can be employed to improve curriculum implementation and learners' performance in schools. These strategies were identified as follows: addressing the issue of shortage of teachers (staffing); teachers to take part in teacher development activities like in-service training and workshops; parents to be involved in the education of their children; learners to be subjected to regular assessment; engaging learners in extra classes; teachers to cover the prescribed content; reading to be treated as a routine; supporting underperforming learners; teachers and learners to be motivated; teacher workload to be reduced, and building good relationships with all stakeholders (cf. 5.6).

6.10 WAYS OF MANAGING CURRICULUM IMPLEMENTATION IN SCHOOLS

Managing curriculum implementation in schools is of utmost importance to anticipate quality education. This study has revealed that the SMTs and principals share their responsibility for managing curriculum implementation (Bush et al. 2010:164), and the principal

is the overseer. It was further revealed that effective management of curriculum implementation needs to include the following, namely: (cf. 5.7)

1. Planning, which includes goal setting, time-tabling, establishing curriculum plans, recruiting compatible staff, organising teaching and learning materials, allocating duties and developing curriculum policies.
2. Establishing subjects' committees with the aim of reinforcing the curriculum management systems in schools.
3. Monitoring lesson preparations to check as to whether teachers' plans conform with the CAPS curriculum.
4. Conducting class visits as an assurance that teachers teach according to their plans and that they teach relevant content prescribed for that grade.
5. Utilising period registers as a tool to monitor both learners' and teachers' attendance during that particular period.
6. Monitoring content coverage to ensure that teachers have covered the prescribed content.
7. Ensuring regular informal assessment to ascertain that learners are prepared thoroughly for formal assessment tasks.
8. Monitoring teachers' and learners' performance with the aim of identifying both teachers' and learners' strengths and weaknesses.
9. Organising teacher development programmes to enhance teacher performance.

10. Managing learner assessment to make sure that learners are assessed as expected.
11. Conducting an audit of written work to monitor whether learners are given sufficient informal tasks.
12. Performing pre-moderation to ensure that learners are subjected to standardised tests.
13. Administering post moderation to make certain that marking was done appropriately.

6.11 THEORETICAL FRAMEWORK TO GUIDE MANAGEMENT OF CURRICULUM IMPLEMENTATION

The theoretical framework underpinning this study proved to be credible for this study. The instructional leadership and classical management theories were used as lenses for interpreting aspects of curriculum implementation management. Accordingly, this study suggests the following theoretical framework for the effective management of curriculum implementation:

Creating a vision and a mission statement	<ul style="list-style-type: none"> • Crafting the vision and mission for the school • Communicating the anticipated goals
Planning for curriculum implementation	<ul style="list-style-type: none"> • Developing curriculum policies • Developing curriculum plans • Allocating duties • Time-tabling • Establishing subjects' committees
Organising curriculum activities	<ul style="list-style-type: none"> • Delegating duties • Organising teaching and learning materials • Organising professional development programmes

Creating a conducive environment	<ul style="list-style-type: none"> • Creating safe and orderly teaching and learning environments • Modelling good behaviour • Protecting teaching and learning time • Motivating teachers and learners
Managing curriculum implementation	<ul style="list-style-type: none"> • Monitoring and evaluating teachers' and learners' work • Monitoring learner assessment • Setting achievement targets • Monitoring learner and teacher performance • Providing support

Table 6.1 Curriculum implementation management framework

As indicated above, a framework of curriculum implementation management was created from this empirical research and encompassed five general dimensions which were subdivided into nineteen job functions.

The first dimension, creating a vision and a mission statement, involves crafting a vision for the school and creating a mission statement on how the school plans to achieve those desired goals. It also includes communicating those goals and marketing them to the entire school community so that they can work towards achieving common goals.

The second dimension, planning for curriculum implementation, requires the SMTs to initiate and lead the process of developing policies pertaining to the curriculum. These policies are teaching and learning policy, assessment policy, subject policies, monitoring policy, staff development policy; and also, ensuring that the national curriculum policies are available namely, CAPS, NPPPR and NPA. The SMTs also need to ensure that curriculum plans are drawn to allow effective implementation of the curriculum. The curriculum plans include the annual plan, curriculum management

plan, Academic Performance Improvement Plan, School Improvement Plan, teaching plans, assessment plan and lesson plans. Thereafter, teachers may be allocated classes and subjects to teach along with other duties and responsibilities such as administrative work and extracurricular activities. Then, timetables, as per allocated duties, may be drawn. Finally, subject committees may be established.

The third dimension, organising curriculum activities, entails delegating duties to subordinates; organising relevant teaching and learning materials to enhance teaching and learning; and organising and leading professional development programmes such as school-based workshops.

The fourth dimension, creating a conducive environment, incorporates the following job functions: creating safe and orderly teaching and learning environments where discipline is always well maintained; modelling good behaviour; protecting teaching and learning time; and motivating teachers and learners through incentives.

The last dimension, managing curriculum implementation, includes the following job functions. Firstly, monitoring and evaluating teachers' and learners' work with the aim of checking if CAPS policies are implemented as required. Secondly, monitoring learner assessment to evaluate as to whether or not learners are assessed as dictated by the policies. Thirdly, setting achievement targets for both teachers and learners, based on the national achievement targets. Moreover, monitoring learner and teacher performance aiming at identifying areas for improvement and providing support where necessary.

6.12 RECOMMENDATIONS TO IMPROVE THE MANAGEMENT OF CURRICULUM IMPLEMENTATION

1. This study has revealed that some SMT members never underwent training in curriculum management. Therefore, the Department of Basic Education should consider training all SMT members on curriculum implementation management as a starting point.
2. After this extensive training, the department needs to organise follow up training for newly appointed SMT members. Most importantly, there needs to be thorough monitoring and support. This requires the Department of Basic Education to employ more Senior Education Specialists (SEs).
3. The principals, as instructional leaders, are also advised to initiate and conduct school-based workshops on the management of curriculum implementation on an annual basis, as a reminder to all SMT members.
4. The SMT members need to engage in self-initiated professional development programmes. For example, enrolling for courses on curriculum management. This implies that all SMTs need to acquire relevant additional qualifications to augment their current qualifications.
5. The Department of Basic Education needs to revisit the posts provisioning model to reduce the SMTs' teaching workload so that they may focus more on curriculum management.
6. Teachers' workload can also be reduced by providing model lesson plans so that teachers may put more efforts into teaching strategies and preparation of teaching aids only. This

might help the SMT to manage curriculum implementation better.

7. It was revealed that schools have insufficient SMT members. Therefore, it is recommended that the Department of Basic Education's model of declaring teachers master or senior teachers needs to be reinstated to assist schools in allocating SMT duties to relevant teachers easily.
8. It was also revealed that dual medium schools were treated equally as single medium schools regarding posts allocation. Thus, the Department of Basic Education needs to reconsider the posts provisioning model for dual medium schools. There is an anomaly in allocating a single medium school the same posts as a dual medium school, considering only teacher-learner ratio and not the curriculum needs of the school.
9. All schools need to possess curriculum policies and curriculum plans as a basis for curriculum implementation and its management.
10. The Department of Basic Education needs to address the issue of infrastructure further as it was revealed to be among significant factors hindering curriculum implementation and its management in some schools.
11. Over and above, the SMTs are advised to use the model above of curriculum management for the effective management of curriculum implementation in schools.

6.13 RECOMMENDATIONS FOR FURTHER RESEARCH

1. Although this research was conducted in five primary schools, more schools need to be involved in gathering more information

on the management of curriculum implementation in primary schools.

2. A similar study can also be extended to other districts in the province and even other provinces to gather additional information on how curriculum implementation could be managed in schools.
3. Since this research study was conducted in primary schools only, for further research, secondary schools can also be included to gather more information on how curriculum implementation is managed in South African secondary schools.
4. Responsibilities and roles of the subjects' committees could also be researched to assist them in realising their significant roles or responsibilities.

6.14 CONCLUDING REMARKS

Managing curriculum implementation in schools is essential to bringing forth quality education. Quality education can be sustained by sound management practices, in this case, the management of curriculum implementation. Therefore, among all management areas within the school, the school managers are predominantly expected to focus on curriculum implementation as it is regarded as the core function of education. The SMTs are required to put in place systems, structures, and policies to ensure effective and efficient curriculum implementation and management in schools. It needs to be borne in mind that improved learner performance; and quality teaching and learning depend on the quality of sound management plans and procedures.

In conclusion, the SMTs are also expected to develop, support and equip staff with knowledge and skills that may make them better implementers in terms of the curriculum implementation.

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APPENDIX A

INFORMED CONSENT

MANAGING CURRICULUM IMPLEMENTATION AT SELECTED PRIMARY SCHOOLS IN THE SEKHUKHUNE DISTRICT, LIMPOPO PROVINCE

DEAR PROSPECTIVE PARTICIPANT

My name is Ntuli L.T. and I am doing research under the supervision of Prof V.P. Mahlangu, a professor in the Department of Basic Educational Leadership and Management towards D Ed at the University of South Africa (UNISA). We have received a funding from UNISA Student Funding for making a remarkable progress in the study. We are inviting you to participate in a study entitled: **MANAGING CURRICULUM IMPLEMENTATION AT SELECTED PRIMARY SCHOOLS IN THE SEKHUKHUNE DISTRICT, LIMPOPO PROVINCE.**

WHAT IS THE PURPOSE OF THE STUDY?

This study is expected to collect important information that could reveal effective ways of managing curriculum implementation in schools that SMTs can adopt to reinforce their current curriculum management strategies.

WHY AM I BEING INVITED TO PARTICIPATE?

You are invited because you are considered to be knowledgeable and informative concerning the phenomena the researcher is investigating, that is, managing curriculum implementation in primary schools. I obtained your contact details from The Department of Basic Education, district level. For this research, all

principals of the five purposefully selected schools and SMT members from each school will participate in the research.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

The study involves audio taping, individual and focus group interviews. These interviews comprise open-ended questions where you will give your views on how curriculum implementation has been managed in your school since the inception of NCS grades R-12 (CAPS). The individual interviews are planned for approximately forty-five minutes whereas the focus group interviews are planned for one and half hour.

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

The study would benefit all education managers at all levels (school, circuit, district, provincial and national) since the findings can be used as a basis for formulating their managerial plans and can be incorporated in measures to improve weaknesses relating to curriculum management in schools. The study will provide a framework for curriculum management in schools which will assist SMTs to understand and effectively employ their curriculum management tasks.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH?

Participants will not be exposed to any physical harm other than that they could possibly be inconvenienced by spending their valuable time, which they could have spent on work-related matters, on interviewing. The information that participants will be required to provide, is not of a sensitive nature.

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research. Your name will not be recorded anywhere and no one will be able to connect you to answers you give. Your answers will be given a code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings. Your anonymous data may also be used for other purposes, such as a research report and/or journal articles. A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report.

As already indicated that focus group interviews will also be used as data collection method, you need to understand that a focus group interview is a data collection method in qualitative research in which participants' thoughts and perspectives are explored through open discussion between group members. While every effort will be made by the researcher to ensure that you will not be connected to the information that you share during the focus group, I cannot guarantee that other participants in the focus group will treat information confidentially. I shall, however, encourage all

participants to do so. For this reason, I advise you not to disclose personally sensitive information in the focus group.

HOW WILL THE RESEARCHER PROTECT THE SECURITY OF DATA?

Hard copies of your answers will be stored by the researcher for the period of five years in a locked cabinet in the researcher's home for future research or academic purposes; electronic information will be stored on a password protected computer. The stored data will be destroyed after five years of storage, soft copies will be permanently deleted from the hard drive of the computer and hard copies will be shredded.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

There will be no reimbursement or any incentives for participation in the research.

HAS THE STUDY RECEIVED ETHICS APPROVAL?

This study has received written approval from the Research Review Committee of the College of Education at the University of South Africa (UNISA). A copy of approval letter can be obtained from the researcher if you so wish.

HOW WILL I BE INFORMED OF THE FINDINGS / RESULTS OF THE RESEARCH?

If you would like to be informed of the final research findings, please contact Ntuli L.T. on 0824366717 or email ntulitiny@yahoo.com.

Should you have concerns about the way in which the research has been conducted, you may contact Prof V.P. Mahlangu at 012 429 8550 / 082 755 3154/ mahlavp@unisa.ac.za.

Thank you for taking time to read this information sheet and for participating in this study.

Thank you

Mrs Ntuli L.T. (The Researcher)

CONSENT TO PARTICIPATE IN THIS STUDY (Return slip)

I, _____, confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty.

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the individual / focus group interviews.

I have received a signed copy of the informed consent agreement.

Participant's name & surname (please print) _____

Participant's signature

Date

Researcher's name & surname (please print) _____

Researcher's signature

Date

APPENDIX B

INTERVIEW SCHEDULE FOR SMTs

1. In your opinion, what causes the high failure rate in schools?
Explain your answer.
2. In your opinion, what can be done to improve learners' performance in schools?
3. Were you trained on how curriculum implementation needs to be managed?
4. Can you briefly outline your roles as the SMT of this school?
5. Name the curriculum plans that are kept by the SMT and explain how they are used.
6. Which curriculum plans do your teachers keep and how do you monitor them?
7. Which curriculum policies do you have; how are they developed and what are their purposes?
8. How do you ensure that teachers under your supervision or departments are well conversant with CAPS?
9. How do you ensure that novice or beginner teachers are monitored and supported?
10. How do you ensure that teachers cover the prescribed content?
11. How do you ensure that teachers give learners relevant tasks that meet the prescribed standards?

12. How do you ensure that teachers give learners sufficient informal tasks?
13. How do you ensure that formal tasks meet the prescribed standards?
14. How do you manage learner assessment?
15. How do you monitor teachers' and learners' performances?
16. How do you encourage learners to perform better?
17. Briefly discuss challenges that you encounter when managing curriculum implementation and how you deal with them.

APPENDIX C

INTERVIEW SCHEDULE FOR PRINCIPALS

1. In your opinion, what are the causes of the high failure rate in schools? Explain your answer.
2. In your opinion, what can be done to improve learners' performance in schools?
3. What is your role as an instructional leader in the school?
4. How do you communicate the school's vision to the entire school community?
5. How do you monitor teaching and learning activities in the school?
6. How do you ensure that a positive school climate is created in the school?
7. Which curriculum plans do you have and how do you utilise them?
8. How do you support teachers on curriculum matters?
9. Which curriculum policies do you have to assist in managing curriculum implementation and how do you apply them?
10. How does planning assist you in curriculum implementation and management?
11. How do you ensure that the curriculum is well managed?

12. What challenges do you encounter when managing curriculum implementation and how do you manage them?

APPENDIX D



P.O. BOX 1451
GROBLERSDAL
0470
DATE

THE DISTRICT DIRECTOR
DEPARTMENT OF BASIC EDUCATION
SEKHUKHUNE DISTRICT

Sir/Madam

PERMISSION TO CONDUCT A RESEARCH

I am a Doctoral student at University of South Africa (UNISA) and engaged in research at primary schools in the Sekhukhune District. My research study is entitled: **“MANAGING CURRICULUM IMPLEMENTATION AT SELECTED PRIMARY SCHOOLS IN THE SEKHUKHUNE DISTRICT, LIMPOPO PROVINCE”**.

The aim of this research is to investigate effective ways of managing curriculum implementation in schools.

The principals and SMTs of primary schools within Sekhukhune District will form part of the research. Therefore, I humbly request permission to conduct this research.

You are further assured that data collected during the investigation will be highly confidential and will only be used for this research project.



For further information about this study, please contact my supervisor,
Prof V.P. Mahlangu (012 429 8550 / 082 755 3154) / Email:
mahlavp@unisa.ac.za.

Yours sincerely

NTULI L.T. (Student no: 3087-262-6)

Prof V.P. Mahlangu
(SUPERVISOR)

APPENDIX E



P.O. BOX 1451
GROBLERSDAL
0470
DATE

THE PRINCIPAL
DEPARTMENT OF BASIC EDUCATION
SEKHUKHUNE DISTRICT

Dear Sir/Madam

PERMISSION TO CONDUCT A RESEARCH AT YOUR SCHOOL

RESEARCH TITLE: MANAGING CURRICULUM IMPLEMENTATION AT SELECTED PRIMARY SCHOOLS IN THE SEKHUKHUNE DISTRICT, LIMPOPO PROVINCE

I, Mrs Ntuli L.T. am doing research under supervision of Prof V.P. Mahlangu, a professor in the Department of Basic Educational Leadership and Management towards D.Ed. at the University of South Africa (UNISA). We have received a funding from UNISA Student Funding for making a remarkable progress in the study. We are inviting you to participate in a study entitled: **MANAGING CURRICULUM IMPLEMENTATION AT SELECTED PRIMARY SCHOOLS IN THE SEKHUKHUNE DISTRICT, LIMPOPO PROVINCE.**

The aim of this study is to investigate effective ways of managing curriculum implementation in schools.

Your school has been selected because it is a relevant source of information for this study. The study will entail individual interviews with

the principal and focus group interviews with the SMT members of the school. The SMTs will be engaged in a focus group interviews where every participant would be given a chance to share his/her experience pertaining to curriculum implementation management in the school. This might hopefully help them realise and understand their core roles as curriculum managers so that they can manage curriculum implementation effectively to achieve quality education.

There are no foreseeable risks associated with participation in this study.

There will be no reimbursement or any incentives for participation in the research.

Feedback procedure will entail the provision of a summary of the findings of the research to the principals for perusal and by any participants in the study when requested. Participants will be informed about the research findings immediately after report writing.

For further information about this study, please contact my supervisor, Prof V.P. Mahlangu at 012 429 8550 / 082 755 3154 / mahlavp@unisa.ac.za.

Yours sincerely

NTULI L.T. (Student no: 3087-262-6)

APPENDIX F



LIMPOPO

PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

SEKHUKHUNE DISTRICT

Enq: Thoka RP
Tel: 015 633 2902
Date: 15/06/2017

To: Ntuli L.T
Doctorate student at University of South Africa

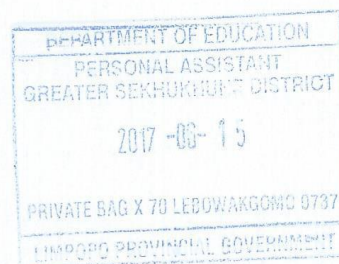
From: District Director
Sekhukhune District

SUBJECT: GRANTED PERMISSION TO CONDUCT RESEARCH

1. The above matter refers.
2. Kindly be informed that your research application to conduct research in the Sekhukhune District focusing on **Managing Curriculum Implementation at selected Primary Schools in Sekhukhune District Limpopo Province** is approved.
3. Please note you should conduct your research in line with research ethics as prescribed by your institution and international norms and standards for research.
4. The district wishes you well in your research and awaits your findings with great interest.

MAHLANGU S.J
ACTING DISTRICT DIRECTOR

15-06-2017
DATE



APPENDIX G

ZENEDIT

Professional Services

5 Gwai Place; 10 Kudu Heights
Faerie Glen
Pretoria
0081

Email: info@zenedit.co.za
Cell: 076 103 4817

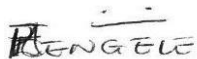
09 April 2018

DECLARATION OF PROFESSIONAL EDIT

I declare that I have edited and proofread the Doctor of Education Thesis entitled: **MANAGING CURRICULUM IMPLEMENTATION AT SELECTED PRIMARY SCHOOLS IN THE SEKHUKHUNE DISTRICT, LIMPOPO PROVINCE** by Ms LESHELEBA TINY NTULI.

My involvement was restricted to language editing: contextual spelling, grammar, punctuation, sentence structure and style, proofreading, sentence completeness, sentence rewriting, consistency, referencing style, editing of headings and captions. I did not do structural re-writing of the content. Kindly note that the manuscript was not formatted as per agreement with the client. No responsibility is taken for any occurrences of plagiarism, which may not be obvious to the editor. The client is responsible for ensuring that all sources are listed in the reference list/bibliography. The client is responsible for the quality and accuracy of the final submission.

Sincerely,



Pholile Zengele

Associate Member, Professional Editors Group

Professional
EDITORS 
Group

APPENDIX H



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2017/08/16

Ref: **2017/08/16/30872626/25/MC**

Dear Mrs Ntuli,

Name: Mrs LT Ntuli

Student: 30872626

Decision: Ethics Approval from
2017/08/16 to 2022/08/16

Researcher:

Name: Mrs LT Ntuli

Email: ntulitiny@yahoo.com

Telephone: 082 436 6717

Supervisor:

Name: Prof VP Mahlangu

Email: mahlavp@unisa.ac.za

Telephone: 012 429 8550

Title of research:

**Managing curriculum implementation at selected primary schools in the
Sekhukhune district, Limpopo province**

Qualification: D Ed in Education Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2017/08/16 to 2022/08/16.

The low risk application was reviewed by the Ethics Review Committee on 2017/08/16 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.



University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. No field work activities may continue after the expiry date 2022/08/16. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number **2017/08/16/30872626/25/MC** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Kind regards,



Dr M Claassens

CHAIRPERSON: CEDU RERC

mcdtc@netactive.co.za



Prof V McKay

EXECUTIVE DEAN

Approved - decision template – updated 16 Feb 2017

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