

AN INVESTIGATION INTO MANAGEMENT SKILLS
REQUIRED BY JUNIOR PRIMARY SCHOOL
PRINCIPALS OF THE AMANZIMTOTI DISTRICT IN
THE IMPLEMENTATION OF CURRICULUM 2005.

by

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Dissertation submitted in partial compliance with the requirements for the
Masters Degree in Technology: Education (Management) at Technikon Natal.

DECLARATION OF ORIGINALITY

I declare that this dissertation is my own work and that all sources I have used have been acknowledged by means of complete references.

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JANUARY 1999

APPROVED FOR FINAL SUBMISSION

SUPERVISOR

DATE

DEDICATION

This work is dedicated to the memory of my
Grandmother and my Parents
who served as great inspiration to me.

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ABSTRACT

In 1992 the National Education Co-ordinating Committee published a National Education Policy Investigation (NEPI) report in which emerging curriculum alternatives for South Africa were discussed. In 1994 the National Department of Education sponsored discussions which led to the introduction of Curriculum 2005, a curriculum based on outcomes (OBE). OBE represents a paradigm shift from a system emphasising syllabus and content to one where prescribed outcomes are of critical importance.

Workshops were conducted by the National and Provincial Departments of Education and NGOs to introduce and train Grade 1 teachers in OBE. Some principals reported that they were invited to one-day workshops on OBE.

This study is an investigation into the management skills required by Junior Primary school (Foundation Phase) principals in the Amanzimtoti District in the implementation of Curriculum 2005.

This is an exploratory study of the role of the principal in the implementation of

curriculum with special reference to:

- principals working in under-resourced schools;
- principals having to implement a new curriculum without proper orientation and training;
- principals working in an environment where about 75% of the teaching corps is un/underqualified and are expected to change the focus of their traditional teaching methods, assessment and promotion procedures.

The objective of the study is to prepare management guidelines which can be used to assist principals in the execution of their duties in relation to Curriculum 2005.

The intention of the study is to show that, with the development of sufficient management skills, principals can become effective change agents and managers of their schools. The study focuses on the major concerns of principals which include the inadequate training in OBE they have received, lack of teaching and learning resources, staff development and time tabling problems.

School principals, Grade 1 teachers and a representative from the KwaZulu Natal Provincial Curriculum Unit were interviewed. The literature reviewed shows that successful curriculum implementation needs the involvement and support of the

school principal. It further shows that outcomes-based education demands flexible time tables to cater for the different needs of students.

Management skills development options, that would empower principals to implement Curriculum 2005 successfully, are suggested. The major recommendations made are that Provincial Education authorities should give principals adequate training in managing curriculum change. Principals should organise themselves and their teachers into networks in order to learn from each other and to assist each other in implementing Curriculum 2005.

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CHAPTER 1

1.1 Introducing the problem

In 1992 the National Education Co-ordinating Committee published a National Education Policy Investigation (NEPI) report on the curriculum. This document looked at, among other matters, emerging curriculum alternatives for South Africa. The concept of a national core curriculum reflecting the “norms and values of a non-racial, non-sexist and democratic society” relevant to the needs of individuals and society, a general education integrating academic and vocational skills, was espoused. (National Education Co-ordinating Committee 1992: 31-32.)

In 1994 discussions were started on the introduction of a new curriculum by the National Education Department. It was only in 1997 that discussion and implementation documents started filtering through from the Education Department to the public and teachers. In the same year, 1997, a few schools were chosen in each province as “pilot schools” to test Curriculum 2005 in Grade 1.

In the KwaZulu Natal Provincial Education Department, each of the eight education regions chose six (6) schools to be used as OBE "pilot" schools. In the Amanzimtoti District, Yiboni Combined Primary School was chosen as one of the pilot schools.

Grade 1 learners in these pilot schools started using Curriculum 2005, outcomes-based education in 1997. KwaZulu Natal, meanwhile, embarked on the training of all Grade 1 teachers in the use of outcomes-based education and the implementation of Curriculum 2005. According to the Provincial Curriculum Unit, workshops were conducted to introduce school principals to Curriculum 2005. Some principals interviewed, said that they did not attend such workshops. Some non-governmental organisations (NGOs) such as the Media in Education Trust, conducted extensive workshops for some teachers and principals.

In January 1998, Curriculum 2005 was introduced in Grade I throughout South Africa. Pilot evaluations of Grade 1 classrooms conducted in the first half of 1998 showed differential impact of the curriculum policy on under-resourced compared to privileged schools. Under- resourced schools are those schools which are without the necessary resources like books, teaching aids and even adequate classrooms, while privileged schools had all these. It was found that, of the thirty

nine (39) KwaZulu Natal schools investigated, most former Black schools had not started implementing Curriculum 2005. Countrywide, the investigation found that in rural and under-serviced areas, it was estimated that about 20 000 schools had failed to implement Curriculum 2005 because of the lack of teacher preparation and resource materials. (Vally and Spreen 1998:14.)

The investigation also found that teachers were concerned with the lack of information, inadequate resources and teaching materials. The provinces were also plagued by “backlogs” in teacher qualifications. The National Teacher Education Audit found that “most of the un/underqualified teachers were African (60%) and were at primary schools”. (Hofmeyr and Hall, not dated .) In KwaZulu Natal 19.2% of the teachers were unqualified while 74.3% were under-qualified. (Krige and Scott 1995:57.)

1.2 Statement of the problem

A superficial study of the implementation of Curriculum 2005 in junior primary schools, familiar to the researcher, suggested that school principals were either totally ignorant about the new curriculum or had read something about it in newspapers. Some principals had been introduced to the curriculum by non-

governmental organisations such as the Media in Education Trust. Interviews with school principals and the Provincial Curriculum Unit confirmed this perception.

Some of the areas that were of major concerns to the principals were:

- Curriculum 2005 calls for resources like carpeted classrooms and photocopiers which the schools did not have;
- individual learners are expected to work towards the achievement of outcomes which meant that the rate of doing that was different for each learner. The implications of this affects the organisation of the school day and the school year;
- as heads of academic programmes in their schools, principals are expected to assist teachers in staff development and in evaluating each teacher's work.

1.3 Historical background

Curriculum 2005 is a result of policies articulated in the Reconstruction and Development Programme (RDP) of the African National Congress (ANC) and later adopted by the South African Government. The RDP is a socio-economic policy framework which seeks to mobilise South Africans to eradicate apartheid

and build a new democratic society. It proposes “an integrated system of education and training that provides equal opportunity for all...It must produce knowledge and skills....”(African National Congress 1994:60.)

The White Paper on Education and Training articulates government policies on education and training. The major policy need concerning curriculum is to develop the framework and core curricula meeting national norms and standards. (Parliament of the Republic of South Africa, Department of Education 1995:27.) Curriculum 2005 was devised as a core curriculum to satisfy the sentiments given in 1.3 paragraph one. It was to be introduced in Grade 1 classrooms from January 1998 and it was hoped that by 2003 all classes would have been introduced to the new curriculum with the review being done in 2005, hence Curriculum 2005.

1.4 Paradigm shift

The authors of Curriculum 2005 plan to provide a paradigm shift from a system emphasising syllabus and content to one where the prescribed outcomes are of critical importance. Vally and Spreen see Curriculum 2005 as not only being about curriculum change, but also about institutional change : a system where content and practice are to be integrated. (1998:15.) The structure of the school

day and the school calendar have to change to cater for individualized learning and assessment.

Curriculum 2005 calls for resources like carpeted floors, magazines and other printed resources and individual workbooks for learners in schools where there are no basic necessities. It calls for new methods of assessment and promotion. It also calls for co-operative learning and teaching. Parental involvement in the classroom is encouraged where some schools, which were interviewed, invited parents to sit in, at least once, with their children when they were taught. Teachers had to be adaptable, flexible, innovative, creative and resourceful to meet the demands of the curriculum.

1.5 Rationale : factors leading to the study

As has been pointed out in 1.3 above, discussions on curriculum change intensified from 1994 until its introduction in 1998. Prior to 1997 these discussions took place between policy makers, universities and non-governmental organizations involved in education, and it was in 1997 that Grade 1 teachers were given training. Interviews with principals showed, however, that some were invited to one-day workshops, while others only received departmental circulars. Some principals

were trained by NGOs and some used guides published by organizations like the Media in Education Trust.

This is a exploratory study on the role of the principal in the implementation of a curriculum with special reference to :

- principals working in under-resourced schools;
- principals having to implement a new curriculum without proper orientation and training;
- principals working in an environment where about 75% of the teaching corps is un/underqualified and were expected to change the focus of their traditional teaching methods, assessment and promotion.

1.6 Duties of school principals

Traditionally principals have been regarded as managers of their schools. They manage the human and material resources. But they also carry the title of head teachers : leaders of academic programmes in their schools. As head teachers they are expected to give instructional guidance and to provide support when teachers experiment with new ideas and methods of teaching.

The researcher would like to argue, therefore, that principals should understand the requirements and demands of the curriculum offered in their schools. Understanding would come with some form of training. This will be more crucial in an environment where the majority of the teaching corps is un/underqualified.

1.7 Objectives of the present study

1.7.1 The objective of the study is two-fold :

- to prepare management guidelines, which can be used to assist school principals to execute their duties in relation to Curriculum 2005;
- to isolate special areas such as the arrangement of the school day and the school year, i.e. time-tabling, acquisition of learning resources and the management of staff evaluation and appraisal by the principal with regard to the implementation of Curriculum 2005.

1.7.2 The intention of this study is to show that, with the development of

sufficient management skills, principals can become effective curriculum change agents and managers in their schools, assisting teachers through acquisition of resources, allocation of sufficient time for preparation and teaching, staff evaluation and appraisal leading to staff development.

1.8 Methods used in the study

Unstructured and structured interviews with the assistance of questionnaires were employed.

Four (4) junior /combined primary school principals from the Amanzimtoti District in KwaZulu Natal were interviewed. One of those principals was from a school which was used as a pilot OBE school.

- Four Grade 1 teachers from the same circuit were interviewed.
- A member of the Provincial Curriculum Unit was also interviewed.

Observations of teaching and management, when the researcher visited her students for teaching practice, informed the study further. Further observations were made in the meetings of stakeholders called by the Curriculum Unit during the first half of 1998.

1.9 Definition of terms

For the purpose of this study the following terms were taken to mean the following

:

- **Curriculum 2005**

An outcomes based curriculum which was introduced in 1998 and is to be reviewed in 2005.

- **Foundation Phase/ Junior Primary**

This is officially from Grade R (Reception year) to Grade 3. But for the purposes of this study it will be confined to Grade 1 to Grade 3.

- **Outcomes-Based Education (OBE)**

This is a system where learning and teaching start with the focus on the results of learning processes and refers to knowledge, skills, attitudes and values within particular contexts.

- **Paradigm shift**

This is a move from one way of looking at something to a new way : a change of mind set, attitude and the way of thinking.

- **Unqualified teachers** have no formal teacher qualifications.

- **Underqualified teachers** have some formal qualifications but these are of less than three years training.

- A generic **he** was used in this study, therefore **he** would refer both to the masculine and feminine gender.

1.10 Outline of the study

In this Chapter the problem and related issues were discussed. The objectives and methodology of the study were outlined and the definition of terms in the study were given.

The focus in Chapter 2 will be curriculum change management through a review of related literature. Specific attention will be drawn to the role of the principal and the need for guidelines to assist him will be explored.

Chapter 3 will deal with a literature review of outcomes-based education in different countries with special reference to South Africa.

The methodology of the study will be discussed in Chapter 4. Issues to be researched will be outlined and the choice and design of the research instrument will be discussed.

In Chapter 5 guidelines that may assist principals in resource provision, effective time tabling and teacher appraisal, evaluation and development will be discussed.

Chapter 6 will deal with the researcher's conclusions and recommendations for further research

1.11 Summary

Chapter 1 dealt with the historical background to curriculum change which resulted in the introduction of Curriculum 2005 and OBE. The concept of Curriculum 2005 as representing a paradigm shift from the way learners were taught, which was content-based, to a focus on outcomes was explored. The factors leading to the study, as well as objectives of the present study, were discussed. The methods used in the study were introduced and terms were defined. One of such methods was literature study.

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CHAPTER 2

2.1 Introduction

In South Africa principals are promoted from the teaching corps. Up to 1995 many African schools in KwaZulu Natal had no deputy principals or heads of department. Principals were drawn from ranks of classroom teachers without any management training or experience for the new position. Principals, also referred to as head teachers, carry many managerial responsibilities.

For the purpose of this study, the researcher looked at their role in managing curriculum change and implementation.

2.2 The role of principals in curriculum implementation

Carl feels that the duties of a principal as an instructional leader include teacher empowerment. This entails keeping teachers informed about curriculum innovations. In this role the principal is seen as a facilitator and an educational leader, who empowers teachers in such a way that they will make a contribution to preparing pupils more effectively for society, within which they will have to

to preparing pupils more effectively for society, within which they will have to live. (1995:12.) The implication of Carl's observation is that principals have a duty to oversee and encourage staff development so that teachers become effective.

Nixon sees the role of the principal as that of building common understandings and shared purposes: to construct a community of learning. He feels that the curriculum needs to be managed if it is to add up to a set of learning experiences that are meaningful and coherent for the student. (1995:221.) The implication of this statement is that the principal has an important role to play in managing the curriculum and learning programme in his school.

The principal, as a head teacher, is seen as having a pivotal responsibility for the implementation of educational policy management of school property, that is, resources. He is seen as a curriculum leader of his school. The impact of this leadership on teachers varies from person to person. Those who are more involved with what is happening in the classroom are more influential. They are of greater assistance to the teachers with regards to their teaching. (Ross 1990:219-221.) The implication of these observations is that managing curriculum change and implementation is an important task for the principal. The principal is expected to

head the academic programme of the school by knowing what is happening in the classroom, that is, what and how are learners taught, and assisting teachers in any possible manner.

In his paper on outcomes - based education, Spady sees the responsibilities of the principal as helping the entire teaching staff co-ordinate instructional delivery so that few students are put in unproductive "holding patterns" while others receive the bulk of teacher time. With learners attaining set outcomes at their own pace, therefore at different times, it is possible for fast learners to attain these outcomes much quicker than others and be left with little to do. The principal, working with the teachers, can do this by identifying strong and weak areas in the curriculum and identifying those students who are particularly ahead or behind their peers, as well as identifying teachers with particular strengths and weaknesses. This will ensure that all pupils received adequate attention from teachers. The principal can do this by group or individual withdrawal of pupils to facilitate team teaching, in-class support of learners and smaller groups of pupils. (1982:138-139.)

Jones sees principals as initiators and supporters of innovation imparting their ideas on professional development to teachers to secure their participation and support. (1990:30.) This view is derived from the assumption that individuals

promoted as principals are professionally competent since they have been teachers themselves. Principals are supposed to understand the curriculum through training and experience as teachers. They are expected to support new curriculum innovations in their schools.

The views stated above are those of writers from developed countries which have well-trained teachers and principals, with sufficient resources to ensure that schools are functioning effectively. These principals are able to conduct effective staff development because of the material and intellectual resources at their disposal. The schools investigated were township and rural schools with both qualified and underqualified principals and teachers. These schools also had limited resources to meet the demands of a curriculum introduced after only limited training.

2.3 The role of the principal in staff development

Seyfarth sees some of the responsibilities of principals as staff supervision, appraisal and development. (1996:74.) McNeil feels that staff development is the central focus in successful curriculum implementation and this is seen as part of curriculum planning, with the principal as an instructional leader, to encourage

teachers to take responsibility for professional growth, which will make the implementation of the curriculum easier for the school. He feels that teachers will follow a new curriculum more closely when the principal plays an active role in its implementation. A new curriculum does not flourish when the principal remains in an office, tells teachers that he supports their efforts and lets them struggle with problems arising from curriculum implementation. The duties of the principal should include seeing to it that there are sufficient resources for use by learners and teachers, teachers are competent to apply the new methods, and time is made available for individuals and groups of learners to attain the set outcomes. (1996:254-255.)

According to Jones unprecedented changes within society and schools mean that staff should undertake training throughout their professional lives, teachers need to keep abreast of development in their subject areas and new teaching techniques. Principals perceive the following as the benefits that the school gains from staff development:

- a more professionally competent staff;
- greater contribution by the staff to the overall development of the school.

(1990:30-31.)

Teachers feel more competent and confident in their work, thus gaining job

satisfaction. If the school has competent and confident staff, such staff will find the implementation of a new curriculum as challenging. They will work together with the principal in improving the academic programme of the school. Jones points out that curriculum development initiatives, to be effectively and successfully implemented and to fully benefit pupils, require a planned coherent approach to long and short- term development opportunities. Courses are needed to acquaint staff with background, methods and objectives of new developments, while continuing development opportunities should be offered in order to extend the knowledge of staff who have been in their posts for some time. (1990:31.)

The assumption above is that principals have the necessary information, resources and the will to see that staff development takes place. Fullan has observed that the principal is not usually helped by central administration in dealing with change. He is sometimes given brief descriptions in a meeting, where it is difficult to say in front of his peers or superiors that he does not understand or that he is unhappy with the changes, without appearing stupid or difficult. (1991:165.) This was the case with the introduction of Curriculum 2005 where principals interviewed responded that they had only had one workshop where they were told about the changes that were to take place. They complained that one day was too short to enable them to understand what was expected of them. They felt that they needed

thorough training in order to understand the prescribed outcomes, the language used and assessment criteria. They expressed the view that they needed as much training as the teachers to be effective in managing teaching.

2.4 Principals and Curriculum 2005

As mentioned earlier in 2.1, most principals in KwaZulu Natal were drawn from classroom teachers without any form of management experience. They were drawn from some of the schools with a high to very high need where there was widespread deprivation. This deprivation included over-crowded classrooms, shortage of books and other teaching and learning resources, inadequate furniture and shortage of teachers. (Krige and Scott 1995:67.)

Those principals who were interviewed for this study, had not received adequate training in outcomes-based education (OBE). Besides their own training needs, they felt that their teachers' training was inadequate, with many teachers having attended only a week long workshop. They felt that previously they could use their own experiences and knowledge in assisting and developing their staff. With Curriculum 2005, they knew less than their teachers and felt helpless, alienated and disempowered. They reported that teachers came to them asking for resources

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presented a problem since there was no money and they had no skills or experience in raising funds for their schools.

2.5 The principal and staff development

Staff development is central to successful curriculum implementation as McNeil points out that intensive staff development should precede any curriculum planning. It is the duty of the principal to encourage teachers to take responsibility for professional growth. (1996:254.) One of the reasons given by those who opposed the introduction of OBE was that most teachers were not qualified well enough to implement the changes. And one of the complaints by teachers and principals interviewed was that they had not had sufficient staff development to implement Curriculum 2005. The principal was, in spite of these shortcomings, expected to see that there was effective teaching and learning in his school.

Staff development can be seen as a tool to assist the principal to ensure that teachers in his school are always improving their teaching methods to benefit the pupils. With the introduction of OBE, it was important to ensure that teachers were adequately prepared to cope with the changes. As principals are expected to manage staff induction for new teachers, they are similarly expected to manage

induction of their existing staff into OBE. They can do this through employing the expertise of other teachers, departmental officials and NGOs.

2.5.1 Why should principals do staff appraisal and evaluation

Before any staff development can be done, the principal has to do an "audit" to find out the strengths and weaknesses of his staff. Staff appraisal is, according to Poster and Poster, a means of promoting excellence through the use of an organisation's ability to accomplish its mission, while at the same time seeking to maintain or enhance staff satisfaction. (1993:1.)

Lemmer (1994:113-115) and Chapman, Dunstan and Spicer (1996: 221-222) see staff appraisal as forming a very important part of the principal's work. Appraisal helps in improving the management of schools as well as satisfying staff development needs, which leads to improved teacher performance, enhanced motivation and job satisfaction, sharing of ideas and improving the quality of teaching and learning. Wragg expresses a similar view and emphasises that whatever appraisal is done, it must be to improve the quality of learning, as this can coincide closely with the development needs of teachers. (1987:3.) Moses points out that in his studies, all staff agree that evaluation of teaching should be

used to identify staff whose performance requires improvement. (1988:79.)

Curriculum change needs effective performance which will act as the foundation supporting an organisation's goals. This should start with identifying clear goals which may be used as the foundation for ongoing coaching and performance review. Costello sees performance management as involving the analysis of organisational goals and objectives, including employees and their skills in relation to their tasks. A good manager (principal) should recognise and acknowledge the good performance of employees and recognise where performance needs to be improved and provide the necessary support to improve it. Performance management should present an ongoing and non-threatening learning centre for all. (1994:3-4.)

2.6 Forms of staff development

Curriculum 2005 was such a new innovation in South Africa that even its authors were still adapting it for South African schools at the time when this research was done. Only curriculum guidelines for Grade 1 were ready in 1997. The research done showed that those Grade 1 teachers who were not trained by NGOs had only a week-long workshop.

This curriculum presented everybody involved with a chance to learn new approaches to teaching. Veugelers and Zijlstra point out that schools and teachers are different and can, therefore, learn from each other. One of the methods they can use is through forming networks of schools. Teachers learn from each other by using each other's professionalism, that is sharing skills and expertise in developing new methods together. The advantages of such peer assistance is that it is non-threatening, and expertise is shared and each member serves as a model for the others. Such assistance exposes each teacher to others' ways of doing things. Since the participants determine their agendas, it fosters collegiality and on-going reflection on one's teaching methods. Such peer assistance increases feelings of self-worth as a result of contributing to another's professional growth, while challenging teachers to consider new ideas. Teachers are given affirmation that they are teaching well. (1995:37.)

Principals can use their positions of authority to establish such networks of schools with neighbouring schools and encourage their teachers to participate so that they can share expertise amongst themselves, or call for assistance from outside agencies like NGOs already working in the field of teacher development.

Seyfarth sees peer assistance as an effective method of teacher development. He

finds that mentoring can be a success because teachers are accustomed to seeking help from colleagues. Most teachers prefer to talk to other teachers when they have questions rather than seek assistance from a supervisor or administrator. (1996:119.) The researcher found that the Provincial Education Department was aware of this since a selected number of teachers was asked to assist with the training of Grade 1 teachers.

Getting teachers to learn from each would also address the need for staff development, since there would be those teachers who would have had more training through private study, as was found during this study. Furthermore, teachers would be able to share their own tested classroom practices. Principals could facilitate such an exercise by giving teachers time to meet during school time when Grade 1 pupils had gone home.

2.7 Resource provision and management

Any curriculum innovation demands new resources in many forms. These resources may be textbooks and other learning and teaching media. If a school's main priority is the delivery of the whole curriculum, its resources should be deployed to ensure its implementation. Nathan points out that the school needs to

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do an audit of what is already available, decide what is needed, giving priorities to what is absolutely essential. (1991:177-178.) Weindling points out that a principal must involve staff and governing bodies in planning and his vision must be communicated and shared by the community. (1997:240.) The management of resources and their provision are some of the duties of principals. A school with adequate resources is more likely to implement the curriculum well if these are used well.

2.8 Time tabling

Gwilliams says that there are three possible types of school times, namely,

- for the whole class;
- for individual pupils; and
- for groups of pupils. (1991:191.)

According to Ornstein, time in school may be divided into the following :

- mandated time which reflects the number of days and hours in the school calendar which are prescribed by the state;
- allocated time, is time given to different subjects and other academic as well as non- academic activities . This accounts for between 60% and 80% of the

school day;

- academic instructional time, also called academic learning time, which is the time the teacher actually spends in class giving instructions in various subjects and by various means;
- academic engaged time, refers to time spent by students in performing academic work. This is influenced by routine practices, classroom management, student motivation and instructional quality. (1990:30.)

The guidelines given by Gwilliams can be used by principals to organize the school day in such a way that the needs of pupils of different abilities are catered for. (1991:191.)

2.8.1 Time allocation

According to Knight, time may be allocated to subject or activity areas either in hours per week, or as a percentage of the available week. Concerns are raised that time allocation can result in pruning or compressing the curriculum. It is argued that what is important is the process of learning rather than the content: not what is studied but how it is studied. "Core knowledge is still important, and the core continues to grow... Moreover, process-orientated education is often more time consuming by its very nature." (1989:102-106.) OBE stresses the process of

learning rather than the product. It is prudent for principals to ensure that the process does not overshadow the acquisition of core knowledge.

The observation made by Knight would need to be considered when dealing with OBE since emphasis is placed on process. Time can be allocated differently for different students depending on their ability and standard. This can, however, be very complicated. According to Knight, this can be done together with:

- counselling and negotiation, to identify the students' needs, the learning possibilities and the best match between them;
- monitoring, to ensure that the students' progress is satisfactory and that the arrangements made are working properly;
- continuous assessment, to assess the standard achieved. (1989:156.)

OBE allows students to work towards specified outcomes which may be achieved at different times by different learners. The implication of this is that time has to be allocated for class groups, smaller groups and individual learners with individual study supervised by teachers built in and the activity performed by each learner related to class work. Knight finds that this arrangement can work effectively in the primary school where the class-teacher has much daily contact with the class and can exploit this flexibility. (1989:151.)

The Department of Education talks of “notional time” as a guide for weighting. Knowledge, skills and values have to be balanced through notional time. Notional time is said not to be teaching time and has implications for classroom transformation, grouping of learners, team teaching and co-operative learning and teaching. (1997b:23-24.) Though the pronouncements of the Department are not clear, it appears as though they are based on the same premise as those of Gwilliams (1991), Knight (1989) and Ornstein (1990).

When drawing up a time table, the school is expected to take the factors mentioned above into consideration, while teachers have to ensure that as much of the academic instructional time as possible becomes engaged time, when pupils are working with their teachers or their peers.

2.9 Conclusion

The literature reviewed indicates that the implementation of the curriculum is one of the major responsibilities of the principal. It is assumed that the authors are referring to well - qualified personnel.

The principal is expected to lead teachers in this area of education. Education

leadership does not necessarily mean that principals are expected to conduct staff development themselves, but to initiate and support teachers and whoever is doing staff development. This support can be through allowing teachers to go for in-service courses, making resources available and showing encouragement. The principal is seen as a catalyst in seeing to the development of his staff through appraisal and evaluation.

Another area where the principal is expected to apply himself as a manager is in resource acquisition and management as well as in planning the school year and day through time tabling.

In the case of Curriculum 2005, principals are expected to support curriculum implementation and staff development. The problem arises when there is little training and orientation from the education authorities and little resources to get outside providers. Principals are left with little or no information unless they receive it from providers other than the educational authorities. Even the principal from a "pilot school" was called to a meeting with others and told that her school would be used as a pilot school. That was the only contact she had with the Department. No special training was given to her to prepare her to manage the change, she learnt whatever she did through attending the training sessions with her

teachers and through private study. This training was on teaching and not on management.

2.10 Summary

In this Chapter, the role of principals in curriculum implementation was explored. This suggested that while principals could not implement the curriculum themselves, they were expected to manage the process through showing support, dissemination of information and making resources available.

It was pointed out that the situation in KwaZulu Natal presented problems because principals had no special training to cope with the changes presented by Curriculum 2005.

Chapter 3 will look at what the curriculum is with special emphasis on outcomes-based education and its introduction in South Africa.

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CHAPTER 3

3.1 Introduction: What is the curriculum?

Different people have described the curriculum in different ways. Lofthouse sees the curriculum as a whole body of knowledge, ideas, skills, attitudes and experiences conveyed by a school to its pupils deliberately or otherwise, explicitly or implicitly. (1995:8.)

According to the NEPI report, National Education Co-ordinating Committee , the curriculum is seen as central to the education process and is broadly defined as referring to all the teaching and learning activities and experiences which are provided by the school. It includes the aims and objectives of the education system, the selection of content to be taught, ways of teaching and learning and forms of assessment and evaluation. The curriculum embraces what happens in the classroom, what teachers do, and how it is implemented. (1992:1-2.)

Gordon sees the curriculum as including the servicing and resourcing of learning, the organisation of learning, the organisation of learners, materials and resources

made available to them and as a reflection of the needs and interests of those it serves. (1995:7.)

For the purposes of this study, the curriculum is seen as including the body of knowledge, ideas, skills and experiences conveyed to the learner, the selection of content to be taught, ways of teaching and learning, forms of assessment and evaluation and how these are implemented and the resources used for this.

3.2 Curriculum 2005 and outcomes-based education (OBE)

Based on the belief that all individuals are capable of learning, Curriculum 2005 was launched by the Department of Education as a framework, based on a learner-centred and result-oriented design. Students' achievements are referred to as outcomes, hence the term outcomes- based education (OBE).

3.3 What is outcomes- based education?

According to Brandt "OBE means different things to different people. Programs described as outcomes- based are often very different from one another, and some similar programs use other labels such as results- based or performance based

education.” (1994:5.)

In OBE instruction is driven by outcomes, where the teacher has to first make sure what he wants the learners to achieve. O’Neal argues that OBE forces educators to address controversial issues such as what is worth learning and what the purpose of schooling is. (1994:7.)

In the South African context, the National Department of Education sees OBE as a “ learner-centred, results-oriented design, based on the belief that all individuals can learn”. (1997a : 17-18.) The implications are that what is to be learnt is clearly identified, each learner’s progress is based on “demonstrated achievement,” each learner’s needs are accommodated through different learning strategies and means of assessment and each learner is provided with the time and assistance to realise his potential.

This clearly marks a move from content based teaching, where learners are taught as a class, to individualized learning, where each learner can reach the set of outcomes at his own pace and in his own time. This presents a number of challenges to the role of the teacher, the teaching styles to be used, the organisation of the classroom, grouping of learners and the organisation of the school year.

3.4 What is an outcome?

Spady sees outcomes as “high quality, culminating demonstrations of significant learning in context.” (1994:18.) By demonstrations he wants to show that an outcome is not a score or a grade but the end product of a clearly defined process that learners carries out.

The Department of Education sees outcomes as future oriented, publicly defined, learner- centred, focussed on life skills and context and show high expectations of all learners. The aim of learning is to achieve the set outcomes that are appropriate to each learner’s needs with the emphasis on the achievement of outcomes rather than covering the syllabus. (1997a : 17.)

The Department of Education, through the South African Qualifications Authority (SAQA), recognises seven (7) critical outcomes which are broad, generic and cross- curricular. These outcomes ensure that learners gain skills, knowledge and values that will allow them to contribute to their own success, family, community and the nation. These outcomes range from critical problem solving, working with

others, self management, evaluation of information, communication, use of technology and the understanding of the world. (1997a : 13.)

The Council of Education Ministers identifies eight learning areas where each specific outcome has its own critical criteria and each criteria has its own performance indicators. Performance indicators are indicators to enable learners to plan and measure their progress towards the achievement of an outcome.

3.5 Advantages of outcomes- based education.

Since outcomes are based on all learners' needs, they provide clear direction to guide the actions of teachers. The implication of this statement is that teachers have to devise strategies to meet such needs. Previously teachers were regarded as major sources of knowledge, but in OBE the teacher is seen as a facilitator, using multiple strategies to assist learners to attain the set outcomes.

Outcomes have to be stated for all to see. This will result in everybody having some idea of what can be expected from the education system since the published outcomes will be there to be used as a yardstick to judge the product of the system, that is, whether the learner has, indeed, attained the set outcomes.

Outcomes - based education can give teachers autonomy in their work since they can adopt whatever strategies they feel are suitable for their students. This can only work in an education system where teachers are well-educated and have sufficient resources and motivation.

3.6 Limitations of outcomes-based education

The question of what outcomes should be attained can be raised where it is felt that they are not rigorous nor appropriate for the requirements of students' adult life. O'Neal points out that, although graduates of American schools were able to demonstrate very basic levels of skill and knowledge, they lacked higher order thinking skills. (1994:8.) Claasen observes that OBE is viewed as being too behaviouristic in that teaching will "largely become desired responses to particular stimuli ... similarly, if learning is reduced to measurable learning outcomes, it becomes dehumanising, and teaching becomes completely assessment driven." (1998:37.) Looking at these two statements, it appears that OBE may produce mediocre graduates from the education system. Teachers and principals are worried that if the spirit of competition is taken away from learning, learners will lose some incentive to learn.

One of the reasons which are given against OBE is that traditional academic programmes may be omitted or compressed in favour of what can be seen as vague outcomes, like personal well-being. Some critics of OBE feel that it is important that learners gain the type of knowledge that will make them competitive with other learners from all over the world.

3.7 Implications for Management

When OBE was introduced in South Africa, it was hailed as representing a paradigm shift: a move to a new mind set, a new attitude and a new way of thinking; a change to a new game with a new set of rules. (Department of Education 1997a:6.)

As mentioned in Chapter 1, the majority of South African teachers are un/under-qualified and schools are under-resourced. These are the same teachers who are expected to implement this major shift where each learner's needs are to be accommodated through different learning strategies, and each learner is to be provided with the time and assistance to realise his potential. Management decisions have to be made on how this can be done when some Grade 1 teachers are only given one week's training in OBE and principals have only one day

workshops.

The researcher would argue that a change of this magnitude, where not only rules are changed but the mind-set and attitudes are to be changed, will require special training not only for classroom teachers who will be teaching, but those who will manage such curriculum change.

3.8 Conclusion

Outcomes-based education was introduced in a number of countries with varied success rates. In South Africa it was introduced in 1998 to Grade 1 classes with limited training for teachers. The same misgivings that were expressed in other countries were expressed in South Africa. Some of these are based on the fact that if such a system can fail in such developed education systems, it stands very little chance of success in a developing system like South Africa's.

3.9 Summary

Different views on outcomes based education were explored, especially its advantages and limitations and its impact on the education system. Possible

shortcomings in relation to conditions in South Africa were discussed.

Chapter 4 will look at the research conducted among principals, teachers and provincial officials involved with the implementation of OBE.

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CHAPTER 4

4.1 Introduction

Since the curriculum was new it was felt that an initial investigation be conducted into its implementation and the role that principals were expected to play in any academic programme. Structured and unstructured interviews with questionnaires were chosen as a research instrument.

4.2 Issues that were researched

Central to this research was the focus on the school principal as an instructional head of the academic programme of the school. In this respect, the study was intended to:

- establish the extent to which principals had received formal in-service training in curriculum change management skills with special reference to Curriculum 2005;
- determine the degree to which junior primary principals felt they were competent in assisting teachers in implementing Curriculum 2005;

- determine the degree to which Grade 1 teachers perceived their principals as being competent in assisting them to implement Curriculum 2005;
- assess the degree to which the principals were prepared to acquire resources for the smooth transition to Curriculum 2005.

The study focused on issues that could be viewed as important in the implementation of a new curriculum. These included:

- how principals could acquire and manage resources needed to ensure that the curriculum worked e.g. prescribed workbooks and other learning aids;
- the way principals could structure the school calendar to take into account the needs of the learners, while ensuring that teachers had sufficient time to prepare their lessons, do the necessary recordings and network with their peers with the view to improving their work;
- the role of the principal in the management of staff appraisal and evaluation with emphasis on performance development.

4.3 Choice of research instruments

The research instruments selected were structured and unstructured interviews where questionnaires were used (Appendix 1) and observations by the researcher. It was felt that unstructured interviews would provide information of a factual kind

while capturing the subjects' feelings as well. The observations enabled the researcher to see how principals and Grade 1 teachers interacted in a work setting.

4.3.1 The interview

This was used as a research instrument in the present investigation because

- it would provide meaningful information which would allow for evaluative interpretation of a principal's perception of his/her role as a manager of curriculum change;
- an interview would ensure that information was given honestly and candidly.

According to Isaac and Michael, the interview as a method of data collection, permits a select number of schools to be viewed as a case study. (1972:147.) It was for this reason that this instrument was chosen as a method of data collection. Bailey points out that the interview, during which the interviewer can probe for more specific answers, offers flexibility and the response rate is better as there is spontaneity because the respondents do not have the chance to retract their answers. The unstructured interview provides a relaxed and unhurried atmosphere that is not stressful to the respondent and the wording of the questions can be changed to facilitate understanding by the respondent. (1987:174.)

This was found to be the case when this interview was conducted, as it allowed the researcher to ask for clarification and also to probe for some answers in their mother tongue and allowed them to choose the language in which to respond.

4.3.2 Observation

Observation was found to be useful because non-verbal behaviour could be noted. This also enabled the researcher to conduct her study in the subjects' natural environment and she was thus able to study classroom interaction. (Bailey: 1987:241.) The researcher could observe how principals were working with Grade 1 teachers and also observe the resources the school had and how they were used in the classroom.

4.3.3 Design of the research instrument

Four sets of guiding questionnaires were applied as follows:

- the Provincial Curriculum Unit was interviewed to ascertain what and how much in-service training had been done with school principals to prepare them for the implementation of Curriculum 2005;
- the principal of a "pilot school", used by the Provincial Education Department, was interviewed to find out how her school was chosen, the

amount of in-service training she had received, her understanding of OBE, whether she was able to assist her staff with instructional programmes, the resources needed and how she got them and how she coped with time tabling;

- principals from those schools, not used as “pilot schools”, were interviewed to find out how they were introduced to Curriculum 2005, how they were trained in preparation for its implementation, how they got additional resources and whether they considered themselves competent in staff evaluation and appraisal;
- Grade 1 teachers were interviewed to find out if their principals were able to assist them with problems when they engaged in OBE, and if they felt that more assistance was necessary to make them more effective as teachers.

4.4 Administration of the interview

The face-to-face interviews were conducted on an ad hoc basis since the researcher was in full-time employment. In some cases she went to schools, while in others she interviewed teachers when they came to her place of work to attend various meetings and workshops. The interviews were restricted to teachers in the Amanzimtoti District. There were four interviews with school principals including one from a “pilot School”. Four Grade 1 teachers were interviewed and a member

of the KwaZulu Natal Curriculum Unit was interviewed.

All interviewees were known to the researcher and it was, therefore, easy to make them feel comfortable and at ease. They were assured of anonymity and confidentiality and were also assured that the researcher was speaking in her personal capacity and did not represent the Education Department.

The length of each interview was between thirty minutes and one hour with data collected in the form of field notes. In the case of open-ended questions, further explanations were freely given and the interviewer received full information.

4.5 Data analysis

Of the four principals interviewed, two had not attended any workshop on Curriculum 2005, two had been to one workshop organised by the Provincial Education Department, as well as many -up to 14 in one case- organised by a non-governmental organization.

The principal of the pilot school had a good working relationship with trainers, who were subject advisors employed by the Provincial Education Department working with her teachers. Although she was not given any special curriculum

management skills as a principal, she joined her teachers when they were working with the trainers. She found this rewarding as she learnt what was going to happen in the classroom. She felt that the skills she acquired in the workshops, as well as the training she had just received through her own private studies, enabled her to perform management duties adequately.

The second principal had been a Grade 1 teacher when teachers were trained in curriculum implementation. The week-long workshop, together with skills development offered by NGOs, prepared her well for her duties as a principal of a school when OBE was introduced.

The principals, who had not been to any curriculum implementation programme, admitted that they did not know what was happening in Grade 1, except for information they received from Grade 1 teachers. When asked about resources and time tables, they said that this was left to Grade 1 teachers to work out for themselves.

All the principals interviewed expressed disappointment with the Department of Education and felt that the Provincial Education Department had disempowered them by not giving them the necessary skills. They also felt that the training given to Grade 1 teachers was not sufficient and they could not supplement this training

since their understanding of OBE was minimal.

Concerning resources, the principals pointed out that insufficient workbooks were supplied for learners. Two schools had to buy photocopiers to make extra copies of the workbooks as well as producing their own, while in two schools learners had to share. One principal said that the material supplied for use by learners was for those learners of average ability. She needed extra workbooks for fast learners and slow learners. Another problem experienced was that schools needed carpets so that learners could work on the floor. The principals pointed out that this presented problems since the communities, from which they drew learners, were poor.

The principals felt that time tabling was a problem when they had to put what was in the instructional sheet into a time table. They felt that terms like "notional time" presented problems since they did not quite know what was meant. They also felt, however, that time- tabling for the foundation phase was not a serious problem since teachers had a shorter school day for teaching and the remainder of the day could be used for preparation and working with other colleagues.

Of the four teachers interviewed, two had a number of workshops with NGO's in addition to the one-week workshop organised by the Provincial Education Department. One teacher had attended workshops arranged by one of the colleges

of education in conjunction with the Media in Education Trust (an NGO). One teacher had only attended one workshop organised by the Provincial Education Department.

All the respondents felt that the workshops arranged by the Department were inadequate. Those teachers, who attended workshops organised by other bodies, said that they were more confident in class. Teachers, whose principals had attended similar workshops, said that their principals were of a great assistance to them since they could sit together and work out any problem they encountered. Since the principals knew the demands of OBE, they were helpful in getting the necessary resources and involving parents. School visits by learners' parents meant that they could work together with teachers and solve problems. Those teachers, who had more extensive training, found that it was helpful to get together with teachers from other schools to devise ways of working more effectively and they felt that principals should encourage such interaction since it enabled them to evaluate their teaching methods and learn from their colleagues.

4.6 Provincial Curriculum Unit

A representative of the Directorate of the Provincial Curriculum Unit was interviewed telephonically. In response to whether all principals in the province

had been trained the researcher was informed that the Unit used a “cascade model” in which it saw to the training of a few teachers and left the regional offices to reach the principals. The person interviewed conceded that problems were experienced with some of the regions, but this was difficult for the Unit to monitor. It was further pointed out that a “business” plan had just been approved which would enable the regions to do skills development with school management i.e. principals, deputies and heads of departments.

The Curriculum Unit also used a radio phone-in-programme broadcast by “Ukhozi” radio station, to reach ordinary teachers and this initiative revealed that some teachers had not heard about Curriculum 2005 and OBE. The Directorate confirmed that the Wits EPU (Vally and Spreen) study, which had found that some teachers, in the former Natal Education Department, were resisting implementing OBE, was correct.

On the question of what principals were expected to know, the answer was that the Unit was aware that principals were not classroom teachers and this therefore influenced the course content envisaged. One of the questions that teachers and principals asked concerned the concept of time as found in Curriculum 2005. There was no answer to this question. The question about workbooks for learners, elicited the answer that each school had been given some, even if there was not

enough for all learners.

When asked about other material resources such as classroom furniture and floors, the Curriculum Unit representative pointed out that such questions were to be directed to the physical planning section of the Provincial Education Department. The Directorate conceded, however, that there was a need for principals to be empowered to access such resources, i.e. to place requisition orders.

4.7 Conclusion

The researcher came to the conclusion that not enough had been done to orientate school principals to OBE, and as a result they felt disempowered and unable to manage curriculum change and implement the new curriculum successfully. If in the middle of 1998 there were still those who had not heard of Curriculum 2005, then strategies had to be found to bring them up to date with information about its introduction.

Principals who, together with their teachers, received skills from bodies other than the Education Department, were more knowledgeable and confident. This seemed to suggest that the Government should form partnerships with these bodies to ensure that the training given by it was effective and worthwhile.

It was felt that principals could take the initiative in ensuring that Curriculum 2005 was a success by asking for resources from the provisioning and physical planning units of the Department. They could also approach local industries for assistance with some of their needs. The question of teachers' competence in the use of OBE required the principals' intervention because they had a duty to see that pupils in their schools were well taught. They could do this through staff appraisal, evaluation and development. They could also see that the school year and day were arranged in such a way that pupils received the greatest benefit from their time at school.

The "cascade model" suggested by the Curriculum Unit would perhaps work better if principals were involved because of their positions as head teachers, who had to see that learning and teaching were done well. In a country like South Africa, which had financial constraints, it would be cheaper to train principals since they were fewer in number and had tenure in their schools. Principals also have positions of authority, which ensures that teachers listen to them. Guidelines on how principals can be trained are suggested in Chapter 5.

4.8 Summary

This Chapter was about the issues that were researched and the research instruments used, which were structured and unstructured interviews and observations. The design of the research instrument and the administration of the interviews were discussed. The data collected was analysed and it was felt that certain guidelines, which could be used in developing principals' management skills in the areas of resource provision and management, time tabling and staff appraisal and development, should be suggested.

Chapter 5 will deal with skills development guidelines, which can be used in training principals in the areas of resource provision and utilization, time tabling and staff appraisal and evaluation leading to staff development.

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CHAPTER 5

5.1 Introduction

Both the literature survey and the interviews conducted showed that there were shortcomings in the way junior primary school principals were introduced to Curriculum 2005. These shortcomings were found to cause problems in the way principals were performing their duties with reference to the introduction of OBE in their schools.

Management guidelines will be suggested in this Chapter to assist principals to procure and manage resources, to do staff appraisal and evaluation leading to performance development, as well as arrangement of the school year and day through effective time tabling.

5.2 Curriculum 2005- Shortcomings

As pointed out in Chapter 1, Curriculum 2005 was new and this was an exploratory study. Research pointed to some shortcomings in implementing OBE. Krige and Scott (1995) , Hofmeyr and Hall (not dated) and Vally and Spreen (1998) point out

that the majority of teachers are un/underqualified. By the middle of 1998 there were schools which had not started to use OBE. Matume points out that "the majority of the teachers appear not to understand the notions of outcomes-based education (OBE) and it is a snag that teachers are merely being informed about the changes rather than being involved in producing them". He points out that observed schools in Soweto had no water, electricity, textbooks, furniture and classroom space. (1997.) This was also the position with most of the schools in KwaZulu Natal.

In an article entitled "Curriculum 2005 fails Grade 1" it was pointed out that provinces should have bought learning and teaching materials in 1997, but there had been no money, "15 KwaZulu Natal schools surveyed about Curriculum 2005 said that they had not received any textbooks or stationery." (Sunday Times: May 17, 1998.) Some schools which had received workbooks felt that they were unsuitable. Some teachers said that the training had been inadequate and education officials did not do regular follow-up visits, appearing only occasionally.

5.3 Resource acquisition and management

5.3.1 Introduction

When Curriculum 2005 was introduced, it was assumed that schools would have the necessary resources for use by teachers and learners. These resources included specially prepared introductory workbooks which were to be supplied by the National and Provincial Departments of Education. As pointed out in Chapter 4, these were either inadequate or inappropriate. Besides, the workbooks were meant to be used during the first quarter of 1998, after which teachers were expected to produce their own. Teachers interviewed felt that they could not cope with this because of lack of resources and expertise. They pointed out that they could not expect much assistance from their principals since they were also uninformed about OBE methodology.

The methods used in Curriculum 2005 called for co-operative learning, and this called for a certain type of classroom where children could work either on the floor or use furniture that could be adapted to different classroom settings, for example, single desks and chairs, as well as bigger classrooms with fewer learners. Principals and teachers felt that access to photocopiers would assist in the production of learning materials since schools neither had textbooks nor were there

enough workbooks supplied by the Education Department.

Krige and Scott point out that KwaZulu Natal is one province with the most needs, which means that it is one of the provinces which is most under-resourced. (1995.) This means that the majority of KwaZulu Natal schools lack basic resources, such as proper classrooms and proper teaching aids.

5.3.2 Vision

One of the major problems confronting most principals interviewed was the lack of formal management training, as well as training in OBE. This resulted in their inability to visualise where their schools were going.

Principals need a vision of what they want their schools to be like. They should form a picture of what their schools should look like and this vision should be the driving force towards excellence. This vision should be communicated to all stakeholders such as teachers, parents, learners and the community. It should be sold to these stakeholders so that they can adopt and embrace it. This can be done through staff meetings and other community meetings.

5.3.3 Audit of existing resources

The school should do an audit of all resources that are available so that when new resources are acquired, there is no duplication. These resources may come from the Department or from the community. The principal should see that a register of what is available is kept up to date and equipment is in proper working order.

5.3.4. Stakeholder involvement

Having found out what the school has, the school (staff and governing body) should set priorities for the school, starting with those items that are absolutely essential for the teaching of children. It is important for the principal not to attempt to work on his own but to delegate tasks, so that stakeholders can share responsibility in what is happening. The setting of objectives, planning and execution of the plan can be done by the team. The principal will remain with the ultimate responsibility of what is happening.

Weindling stresses the need for a shared vision, shared plan of action and shared implementation plan. (1997:240.) This sharing ensures general stakeholder support and commitment. Commitment ensures that everybody will work towards the attainment of common goals.

5.3.5. The action plan

The action plan should enable the principal, teachers and parents to identify their priorities, set targets and assign responsibilities to relevant role players. Time frames have to be set and effective communication systems put in place.

The plan will fail if roles and responsibilities are not clearly stated and assigned to specific people. What can happen will be duplication and confusion with different team members performing the same tasks. Any action plan usually calls for financial support for items such as phone calls, transport and stationery. Part of the school fund can be used to finance this.

The principal has to believe in the plan in order to build confidence in the team. He has to keep the lines of communication open with all the members of the team so that he can receive feedback, offer support and encouragement.

According to Weindling, the implementation of the plan should be monitored and this monitoring should be built into the action plan. Monitoring ensures that the work done is well coordinated, strategy is revised when necessary and duplication is eliminated. (1997:237-242.) One way is to set regular meetings for the team and

put clear systems of communication in place.

5.3.6 Where to get resources

The Provincial Curriculum Unit pointed out that the provisioning section of the Department of Education could assist schools with resources and it was up to the principals to apply to this Department. The respondent from the Unit said that a certain amount of money had been made available for the most under-resourced schools to try to wipe out the backlogs that still existed in many schools. No school had yet accessed these funds and there were no clear guidelines on how this could be done and how schools could be informed.

Local businesses , industries as well as development agencies, have been assisting schools in various ways. Principals will need to be able to prepare letters of application, find out what these organizations have to offer, and to whom, so that whatever assistance is solicited, it will be within the scope of what is normally provided. Principals will need to acquire skills in fund raising. Besides businesses, NGOs, like the Media in Education Trust, offer valuable assistance in materials development as well as skills development.

The Human Sciences Research Council publishes an annual directory P.R.O.D.D.E.R, that is, Programme for Development Research listing organisations which are involved in different fields, including education. (Barnard : 1997/1998.) This publication can assist schools to target those organizations which offer aid services in their areas of need. This would save time and effort in approaching organizations.

5.4 Guidelines for teacher appraisal and evaluation leading to performance development.

5.4.1. Introduction

Research showed that the introduction of Curriculum 2005 was fraught with problems such as insufficient orientation for teachers, little or no orientation for principals and lack of resources in a system where the majority of teachers were either unqualified or underqualified. (Krige and Scott 1995:57.)

5.4.2 The principal and staff appraisal and evaluation

Wragg writes that the purpose of staff appraisal is to improve the quality of pupil learning and thus ensuring that the interests of children coincide with the developmental needs of teachers. (1987:3.) This means that the major purpose of staff appraisal is to see that children are well taught.

The principal should see that the mission of the school is accomplished and the school improves in what it provides, while at the same time seeking to maintain and enhance staff satisfaction and development. (Poster and Poster 1993:1.) Staff appraisal should be done to improve teaching and ensure that teachers benefited from it. Staff appraisal should not be done only to find weaknesses in teaching, but to find excellence, which can be used for the benefit of other teachers and the school.

One of the central factors in staff development is successful curriculum implementation, that is, to help teachers to ensure that learners acquire the knowledge and skills as discussed in Chapter 3. McNeil sees it as part of the duties of the principal to gauge how children are taught and to see to it that weak teachers receive assistance. (1996:254.) Intensive staff development can ensure that the right teacher is assigned to the right class.

An unorthodox form of team teaching can be encouraged in which a teacher teaches those sections wherein he is most competent. Such team teaching can be encouraged by a principal who knows his teachers well and will be able to see that members of the team work well together. Team teaching can be beneficial by allowing teachers to learn from colleagues in areas where they are weak. This would allow each teacher to serve as a mentor for others in the area. A principal who organizes such teams will ensure that each teacher's best effort is exploited for the benefit of the learners.

Staff evaluation is important in staff development if it ensures that teachers improve their teaching strategies. Evaluation can prepare teachers for changes in the curriculum and enable the principal to know the strengths and weaknesses of the teachers. Effective evaluation enables the principal and teachers to share ideas and break down isolation which can be experienced by a junior primary school teacher working alone in his classroom. The principal can act as a uniting force getting teachers to work together. When the principal and teachers work together, new ideas can be tried and feedback be given. (Braskamp, Brandenburg and Ory 1984:21.)

5.4.3 The principal and teachers

The principal can contribute to staff development within the school by fostering collegiality and continuous improvement, resulting from the sharing of ideas and experiences. He should express confidence in the competence of all his teachers and support their efforts by providing time, encouragement and materials. A good principal should discuss teaching problems and protect his teachers from unnecessary distractions, such as parents dropping in at any time.

Since the present study has shown that the training of principals has been minimal, it is important for them to participate in whatever curriculum management courses are available. If none are in place, principals should arrange some through bodies like Principals' Forums, NGOs and the Department of Education itself.

5.4.4 Mentoring

Seyfarth writes that one of the reasons for the success of mentors is that teachers are accustomed to seeking help from their colleagues. Most teachers prefer to talk to other teachers when they have a question rather than seek assistance from a supervisor or administrator. (1996:119.)

Staff appraisal can be used by principals to identify good teachers in schools. Some of these teachers can be those with vast teaching experience or special skills in certain areas, such as materials development. Having identified them, the principal may assign them duties as mentors to less experienced and skilled colleagues. Principals from neighbouring schools should share the expertise of their teachers in such a way that experience and innovation are enhanced in each teacher. This can be implemented without many disruptions in areas where transport does not present problems, as well as in junior primary schools because of shorter teaching days.

In the case of principals themselves, some were introduced to OBE through private study and workshops conducted by NGOs. Such principals could act as mentors for others in the district, especially in sharing strategies that could be employed in managing the introduction of Curriculum 2005 in their schools.

5.4.5 Networking

According to Moonen and Voogt networks create a strong sense of commitment to an innovation resulting in shared purpose, information sharing and psychological support. A network needs an effective facilitator and voluntary participation by those concerned. (1998:103.) In the case of the subjects researched, these could be

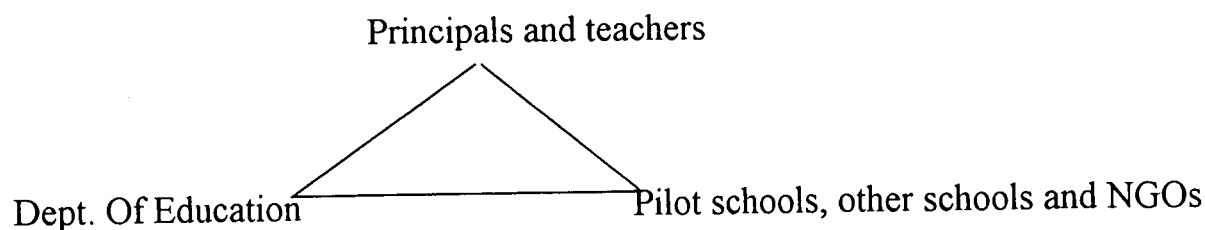
a number of schools not far from each other. Networks should not be too big or too small and should comprise of teachers teaching the same grade and, with the spread of OBE, teachers teaching the same phase, that is, the junior primary or Foundation Phase.

Networking helps to bring different personalities with different ideas together. This enables those involved to learn from each other's experiences and to use each other's professionalism, each being a model for the others. Principals can arrange for their teachers to visit those schools which are being used by the Provincial Department of Education as "pilot schools" because they have been monitored more closely and have more time to experience OBE.

Besides working with "pilot schools", there are many NGOs working in the field of education. They would either go to those schools which invite them, or sometimes approach a group of schools and offer their services to them. If principals take the initiative to arrange for such groups it will be cost effective for these providers to work in the schools.

The researcher would like to propose an ongoing performance development system involving the principal and his teachers, the Education Department and bodies such as other schools and NGOs. This would ensure that continuous improvement in

teaching strategy was maintained, and teachers' confidence in their work was enhanced. A triangular partnership as illustrated, could be developed:



5.5 Time tabling

5.5.1 Introduction

The principals interviewed felt that time tables meeting the demands of Curriculum 2005, have to be prepared differently from those in the past. They have parents visiting, children occupied in a variety of activities in the same class and teachers having to prepare for various learners.

5.5.2 Notional time

The Department of Education introduced the concept of notional time which includes:

- contact time teachers have with learners;
- the effort and time teachers put in their work;

- the amount of preparation time teachers put into their work;
- time for teaching;
- co-operative teaching and learning. (1997b : 23.)

The difficulty with these guidelines is that they have not been explained to the principals.

The National Department of Education has suggested that the notional times for the Foundation Phase, that is, the Junior Primary phase be as follows:

	%
Life skills learning programme	25
Literacy learning programme	25
Numeracy learning programme	25
Flexible time	25 (1997b : 23.)

The principals interviewed expressed uncertainty about whether their time tables met the standards set, especially in relation to flexible time.

One principal suggested that the flexible time could be set aside for individual instruction so that at the end of the school day all learners would have received the teacher's individual assistance even those in schools with overcrowded classrooms. Flexible time could also be used to allow learners to work with their

parents on open days.

In the “pilot school” visited, teachers got together once a week to review their work, as well as assist each other in teaching. This was found to be effective and useful. They did this during flexible time and after the learners had gone home.

5.5.3 Guidelines on time allocation

Holland and Hamerston suggest that time allocation for a class be divided into two parts, that is, time for “learning support” and time for “pastoral support”.

Learning support includes the following:

- team teaching,
- in-class support to pupils,
- small group withdrawal,
- individual withdrawal,
- materials provision. (1997:110.)

Pastoral support includes:

- individual pupil/group observation,
- learning support,

- individual guidance,
- parent/teacher contact,
- external liaison for example, networking with colleagues. (1997:111.)

Using the model given above, the time-table would provide for whole class work, group work and individual work. Team teaching could involve initially just Grade 1 teachers. When OBE was used by the whole Foundation Phase, team teaching could involve teachers of all phases. This would go some way towards solving the problem of learners who achieved specified outcomes quickly and those who could not keep up with their peers. Such learners could be withdrawn either on an individual or small group basis. Pastoral support would assist in identifying the progress of each learner and point to areas where assistance was required.

5.6 Conclusion

The guidelines are suggested as a method to assist principals at the time of change and when the Department of Education had not done enough training in implementing Curriculum 2005. Principals were targeted because of their position in school and because it would be cheaper to train them than training individual teachers. When the research was conducted the schools targeted had

little or no resources and the Provincial Education Department was not in a position to meet such needs.

Teacher appraisal and evaluation have always been one of the major duties of principals. Principals cannot, however, do this effectively without understanding Curriculum 2005 themselves and receiving management training.

Schools cannot work efficiently without time tables, which guide teachers in doing certain things at certain times. Since Curriculum 2005 and OBE state that the goal is for learners to reach set outcomes,(but the route and rate of reaching such outcomes differed for each pupil) it is felt that special care has to be taken to have time tables that enable teachers to assist all learners.

5.7 Summary

Chapter 5 dealt with guidelines which could be used by principals in meeting the challenges presented by Curriculum 2005 and OBE. Resource acquisition and management were discussed and guidelines on what could be done were given. It was suggested that principals should know the strengths and weaknesses of their teachers through staff appraisal and evaluation. Appraisal should be done in order to assist teachers improve their teaching strategy. A study of the time

table was done looking at departmental specifications, which were confusing and suggesting guidelines for what could be done.

Chapter 6 will deal with conclusions drawn from this study as well as recommendations on managing the implementation of Curriculum 2005 and the introduction of outcomes-based education (OBE).

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CHAPTER 6

6.1 Introduction

The decision to explore the role of school principals in the implementation of Curriculum 2005 was two-fold: it was to find areas of need and to suggest possible guidelines which could be used to meet those needs.

The areas of need identified were resource management, organisation of the school time through time-tabling, and staff appraisal and evaluation. Guidelines on how these problems could be solved were suggested in Chapter 5.

A study of curriculum implementation in schools used for practice teaching by the college of education, where the researcher worked, suggested that school principals were not suitably equipped to manage the implementation of Curriculum 2005. They had not received adequate training to implement a curriculum change, which presented a paradigm shift from content-based teaching to outcomes-based teaching. This resulted in feelings of inadequacy and disempowerment with some principals seeking assistance wherever they could get it and others leaving everything to Grade 1 teachers.

Teachers were not satisfied with the training received from the Department of Education, feeling that they needed more time to understand OBE. They also felt that they needed somebody to observe their teaching and reassure them that they were doing the right thing. As principals received less training than they had, they felt isolated. "Teachers said they needed classroom-based training- not the "theoretical" training they received, often from trainers who lacked primary school teaching experience. Some teachers felt their own experience with primary school teaching had not been made use of." (Garson 1999:6.) This study suggested that principals should not devalue teachers' experience but use this to improve the application of outcomes-based education.

In a study commissioned by the Gauteng Institute for Curriculum Development (GICD), and another done by the Department of Education, it was found that only 15% of the government support materials reached the teachers, as intended. Teachers complained about large classes, the lack of key resources such as photostat machines, inadequate and poor quality materials which were not helpful. "Many teachers complained that their principals were not supportive of the new curriculum, which made things worse." (Garson 1999:6-7.) Had a similar study been done in KwaZulu Natal, the research done for this study would suggest that similar findings would have been made, because problems were experienced with resources and support of the principals was not apparent

in some schools because of their own inadequate training. Furthermore, reading newspapers, talking to colleagues and visiting schools, indicated there were widespread problems in areas other than the Amanzimtoti District and KwaZulu Natal

6.2 Exploratory study

This research may be classified as an exploratory study. Its focus was on the role of the principal in managing curriculum implementation. This research attempted to ascertain the following: to what extent were principals qualified in curriculum management and implementation and what was the amount of in-service training they had received in the implementation of Curriculum 2005. The research also attempted to suggest guidelines which could be used by the Education Department for developing curriculum management skills among principals.

Because of the limitations of this study, only three areas of management were chosen. Since OBE was only been introduced in 1998, more areas of concern are likely to be recognised later when it is introduced to other grades and phases.

6.3 Description of the procedures used.

As previously mentioned, this research was intended as exploratory and it was limited to schools in the Amanzimtoti District for two reasons: firstly, the researcher was working in the same district and secondly, the researcher could visit the schools as part of teaching practice and observe the way the schools functioned and this made it easy for the researcher to collect data through interviews and observations.

The research instruments used were observations and informal interviews. Motivation for the choice of these research instruments was discussed in detail in Chapter 4. The observations and interviews were done in the first year that Curriculum 2005 was introduced to Grade 1 learners, that is, in 1998.

Guidelines were suggested for possible methods that could be applied in assisting principals manage curriculum change and implementation. The researcher was aware that the curriculum was new and only Grade 1 learners had been introduced to it. However, the guidelines suggested it could be adapted for all levels up to Grade 12.

6.4. Recommendations.

After consideration of the lessons learned during the study, the researcher makes the following recommendations:

- further research should focus closely on the role of school principals in managing curriculum change and implementation with the view to empowering them through training and management skills development, thus making them more effective as heads of academic programmes in their schools;
 - education authorities should give school principals training in managing change to Curriculum 2005 and OBE by recognising their role in the school and how they can effectively fulfill such a role;
 - the information in this study could provide for a wider reaching study. In such a study, an investigation could be made into other areas of managing curriculum change and implementation not covered in the present study.
- As Grade 1 learners come to the end of the year, it is possible to study areas of assessment and promotion.

6.4 Summary

In this Chapter conclusions were drawn through stating the problem researched, looking at the nature of this present study and what it hoped to achieve. The procedures used in the study were described and an observation was made that Curriculum 2005 had just been introduced. Recommendations were made for further study in managing curriculum change.

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Appendix 1

Questionnaire - Directorate - Curriculum Unit

I am presently doing research on how Junior Primary (Foundation Phase) school principals have been introduced to and trained in the management and skills development of curriculum change with special reference to Curriculum 2005.

1. As a Curriculum Unit, have you been able to reach all primary school principals in the province?

Yes ☐

No ☐

2. If not, how are you planning to reach them?

3. If yes,

a) Which areas of Curriculum 2005 were covered?

4. What are your future plans with regards to skills development among principals?

5. What resources have you given to schools to ensure that Curriculum 2005 is working well?

6. Are the resources adequate?

Yes ☐

No ☐

7. If no, what are you going to do to remedy the inadequacies?

Questionnaire - Principal - Pilot School

I am doing research on the implementation of Curriculum 2005 (OBE) and I would like to have your views.

1. How was your school chosen as a pilot OBE school?

2. What training did you, as a principal, get?

3. Was it adequate?

Yes ☐

No ☐

4. Were you satisfied?

Yes ☐

No ☐

5. Did you receive resources from the Department, e.g. books, furniture?

Yes ☐

No ☐

6. If yes, what were they?

7. If not, what do you need?

Have you had any follow- up visits from your Department to your school?

Yes ☐

No ☐

8. If yes, were you part of the discussions on further training?

Yes ☐

No ☐

9. Is your staff confident and happy with the training they received?

Yes ☐

No ☐

10. Are you able to tell if your staff is using OBE as they should?

Yes ☐

No ☐

11. Do you feel competent to give them training?

Yes ☐

No ☐

12. In which areas would you like to receive further training?

Questionnaire - School Principal

I would like to have your views on how you are implementing OBE in your school.

1. How were you introduced to OBE?

2. Did you attend workshops, or did you get circulars from the Department?

Did you send any of your teachers for training?

Yes ☐

No ☐

3. If yes, was there any feedback from your teachers?

Yes ☐

No ☐

4. If yes, what was it?

5. Can your school cope with the changes that are demanded by OBE?

Yes ☐

No ☐

6. If no, what do you need to be able to cope ?

7. Are you able to assist your teachers in using OBE?

Yes ☐

No ☐

8. Has your school had any visits from the trainers to assist you and evaluate the implementation of OBE?

Yes ☐

No ☐

9. What assistance (if any) would you and your school like to receive from the Department with regards to the implementation of OBE?

10. What plans do you have for getting the necessary resources?

Questionnaire - Grade 1 Teachers

It is now towards the end of the year and you started using OBE at the beginning of the year.

1. Have you been happy with your teaching?

Yes ☐

No ☐

2. Have you been receiving assistance and guidance from your principal?

Yes ☐

No ☐

3. If yes, what assistance?

4. What other assistance would you like to receive from your principal?

5. Do you have resources needed to make OBE a success, e.g. books, stationery, furniture, etc.?

Yes ☐

No ☐

6. If not, what do you need to make teaching and learning a success?

Appendix 2

Umbumbulu College of Education

Private Bag X20012

Amanzimtoti

4125

3 October 1998

The Director

Curriculum Unit

KZN Department of Education

Private Bag

Durban

4000

Dear Sir

Request to do research on principals and curriculum change

I am presently doing research at Technikon Natal towards a masters degree. My field of study is to investigate how school principals can be empowered to manage change towards Curriculum 2005 as heads of the academic programme in their schools.

I am planning to conduct my research at KwaMakhutha and surrounding areas as well

as among some members of your unit and yourself if permission is granted. The aim of the study is to focus on certain areas and come up with a training framework for school principals.

Yours faithfully

N.H.B. Made