

**THE ROLE OF PRINCIPALS IN MANAGING CURRICULUM
CHANGE**

BY

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Submitted in fulfilment of the requirement for the degree of

MASTER OF EDUCATION

in the

**DEPARTMENT OF EDUCATIONAL PLANNING AND ADMINISTRATION
UNIVERSITY OF ZULULAND**

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DATE SUBMITTED

JANUARY 2001

DECLARATION

I declare that “the role of principals in managing curriculum change” is my own work and all sources have been acknowledged by means of complete references.



.....
FRIEDAH THOKO DIMBA-KHWELA

DEDICATION

I dedicate this work to :

- 1. My late father Nivard Madodanitini Dimba who has made a tremendous contribution in my life and has strived for my education.**
- 2. My mother Vivian Nobantu MaJali Dimba who has been my role model for success through hard work; as well as my mother in-law Ngenzeni Khwela.**
- 3. The Dimba and Khwela family.**

ACKNOWLEDGEMENTS

I wish to express my gratitude to the following people for their support and contribution in the completion of this study.

- ▶ God, Almighty, who gave me the courage and mental strength to undertake and complete this study.
- ▶ Professor R.G.P. Ngcongco, for her inspirational guidance and patience throughout the research.
- ▶ My husband Ernest, and our children Minenhle, Luyanda and Malibongwe.
- ▶ Jabu Dimba for her continuous support and assistance.
- ▶ Kuyashesha Typing Services for their hard work and dedication
- ▶ All respondents, namely principals and educators.
- ▶ Friends and relatives who offered me valuable contributions as I pursued this study.
- ▶ The Pinetown District Chief Superintendent, and Superintendents of Education Management in KwaNdengezi and KwaSanti circuit.

ABSTRACT

This study has examined the role played by the principals in managing curriculum change in selected districts in KwaZulu Natal.

The researcher has reviewed literature on different factors which facilitate and inhibit curriculum change. The study made use of interviews and questionnaire to determine whether principals perceived themselves as facilitating curriculum change and whether they were seen by educators as bringing about change in schools.

On the basis of views from respondents, the study concluded that principals were viewed as facilitating curriculum changes, through such areas as consultation, participatory decision-making, team-building, school policy and vision.

However, it was established that the majority of educators perceived principals as facilitating curriculum change, however, a notable number of respondents were either uncertain or did not agree that principals promote curriculum change in schools.

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CHAPTER 1

1.1 Introduction

Change is not a choice, organizations continually evolve either positively or negatively. Any organization that desires to improve or keep up with its competitors, has to change.

School curriculum is one of the organizational components that must keep abreast with changing times. Curriculum does not operate in a vacuum. It is, itself, influenced often in a subtle and indirect manner, by pressures from the society. Schools are under enormous pressure to change curricula. They encounter complex curricula needs and crisis at different levels. South African schools are no exception.

Asmal, the Minister of Education (1999) sees the education system as having major weaknesses and carries deadly baggage from the past. According to him, large parts of the education system are seriously dysfunctional and he believes, that there is a crisis at each level of the system.

Such perceived crisis suggests an urgent need for curricula change. The researcher seeks to investigate the role of principals in curriculum change in schools.

1.2 Background to the research problem

It is of vital importance to recognise the significance of 1990 as a crucial turning point in the curriculum debates inside South Africa.

Protest meetings in Soweto, near Johannesburg, were organised by the Student Representative Council (SRC) in 1976. According to the National Union of South African Students (NUSAS) all schools from these areas participated in a peaceful protest. However, the demonstration turned into a massacre when police shot students. These protest marches were directed to the compulsory usage of Afrikaans in schools.

There were various other protests by Black students in the 1980's. According to Ngcongco (1993 : 19) between 1920 and up to the time Bantu education was introduced, there was periodic unrest in Black schools across the country.

In sharing his contention Mathonsi (1988 : 12-13) as cited by Ngcongco (1993 : 22) contends that Bantu education was resisted by Blacks, who even used the slogan "Liberation now, Education later" in their rejection of Bantu Education.

Christie (1999 : 4) argues that the apartheid state managed a centralised curriculum policy system, which was variously described as racist, Eurocentred, sexist, authoritarian, prescriptive, unchanging, context blind and discriminatory.

The new educational dispensation poses a number of challenges to educationist, educators, parents and all other stakeholders in education. One of these challenges is the management of curriculum change.

1.3 Research questions

The study seeks to investigate and answer the following questions.

- * Are principals of schools adequately trained to deal with changes?
- * What factors impact on the role of principals in curriculum management ?
- * What strategies, are used to successfully manage curricula in schools ?
- * What role do principals of schools play to facilitate curriculum management during the process of change, and with what effect ?

1.4 Elucidation of concepts

The operational definition of key concepts will be made in the research topic.

1.4.1 The Concept : Role

Role is usually defined as a function that any individual or institution can play in society to fulfill objectives of that particular society. In this study, role is defined as a part or function played by school principals in bringing about curriculum change.

1.4.2 The Concept : Curriculum

A modern concept of curriculum retains the idea of knowledge to be acquired by the learner but sets it in the framework of cognitive development.(Brennan 1985: 14)

According to Wiley (1987 : 76) curriculum is used in two ways :

1. To indicate a plan for the education of learners and
2. To identify a field of study.

Education Curriculum is what students learn, or the content of instruction. Current curriculum statements typically represent carefully sequenced, calibrated and organised sets of tasks, regularly called objectives.

In this study curriculum is defined as the acquisition of skills, their application and synthesis with knowledge, especially during the transitional period.

1.4.3 The Concept : Change management

According to Gene et al (1982 : 123) change management entails a process of bringing about some innovations, new approaches and ensuring a successful implementation of curricula change in an organization.

Change on the other hand, will refer to school based change and those changes which are introduced at a macro or meso level, especially during the process of curriculum change in the education system, in South Africa.

1.5 Aims of the research

The following aims guide the study

- To determine the extent to which the principals' management styles are facilitative or preventive of curriculum change.
- To examine factors which impact on the role of principals in curriculum change management.
- To identify strategies in ensuring successful curriculum change which principals may use.
- To evaluate the current curriculum change management approaches in selected schools.

1.6 Hypothesis

Principals' management styles do not facilitate curriculum change in schools.

1.7 Significance of the study

The study has the following value :

By exposing the current position about the role of principals in managing curriculum, the study hopes to promote an awareness of issues involved in curriculum change.

The research will also provide data to help understand issues which principals face in managing change, in the process of change management regarding curriculum.

1.8 Limitations of study

The problem of accessibility in terms of collecting data and other limitations encountered in schools are discussed in Chapter 3 of this study.

1.9 Delimitations of study

Geographic areas of research

Difficulty will be experienced by the researcher to deal with a sample of a large number of circuits because of the scattered geographic areas. The researcher therefore identified two circuits i.e KwaNdengezi and KwaSanti in Pinetown District, Durban South Region, for study. Both circuits comprised of 27 schools each; which gives a total number of 54 schools. Pinetown District is situated in a geographical area of Pinetown between Durban South and Pietermaritzburg Region. (See Appendix 9)

A sample from the population was selected.

1.10 Research design

Chapter 2 : Offers a literature review on curriculum management. The role of principals in curriculum management was reviewed.

Chapter 3 : This chapter discusses the methodology of the study

Chapter 4 : Data analysis and the interpretation of the results of the empirical investigation will be dealt with.

Chapter 5 : Presents the main findings and conclusion of the study, on the basis of which recommendations are made.

1.11 Conclusion

The background of the study, research aims and questions have been discussed above. The findings of this research are intended to make an input in the management of curriculum change by the principals.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter provides a literature review in managing curriculum change. It pays attention to the role of principals in the process. The research also explores factors which impact on the role of principals in managing curriculum change. These factors will also pose challenges and the demands for a better quality education. An upliftment of the standard of education which has become a need during this post apartheid era in South Africa will be highlighted by these factors. The students action in 1976 in Soweto led to curriculum change in South Africa.

2.2 Background to curriculum change in South Africa

The existence of Bantu Education in South Africa since 1953 and its rigidly controlled bureaucracy have hindered principals in exercising leadership skills as instructional leaders within their institutions. The challenges that are brought about by change have compelled principals to shift from traditional ways of doing things to implementing and managing curriculum change in their institutions. In 1989, officials of the Department of National Education introduced new curriculum policies. A Curriculum Model for South Africa (CUMSA) was issued. In July 1994 the post - elections Committee of Heads of Education (CHED) issued the latest version.

Curriculum Model for South Africa's underlying philosophy, according to Kallaway (1997 : 39) is based on people's particular outlook in terms of religion, culture and language groups. A Curriculum Model for South Africa seeks to give equal opportunities to all, irrespective of race, colour creed or sex.

Another curriculum process which brought in some changes and improvements in education system is National Education Training Framework (NETF). Kallaway (1997 : 40) views the National Education Training Framework as having brought proposals which suggest changes so as to cleanse the curriculum of biases, distortions and culturally offensive attitudes.

After the 1994 elections, Curriculum Technical Sub-Committee (C.T.S.C.) embarked on a process of cleansing the existing curriculum. The consequences of the process are described by Kallaway (1997 : 40) as a set of recommendations largely restricted to cosmetic changes to the existing curriculum.

Managing educational change involves more detailed planning and coordination of different stakeholders, strategic engagement and political negotiation more than the Government had anticipated.

Christie (1999 : 290) strongly asserts that the Ministry of Education has failed to meet the challenges faced with managing curriculum change, social and educational transformation. For her, curriculum change cannot be delivered by democratic elections and policy visions alone. They need to be won in concerted engagement with social, political and economic forces in which the development of new policies is simply one task. National Qualification Framework is another framework designed by the Ministry of Education, in order to bring about stability in the education system.

2.3 National Qualification Framework (NQF)

When defining the National Qualification Framework, Christie (1999 : 132) says the National Qualification Framework is a coordinating structure and mechanism devised to respond to the fragmented and inequitable system of education and training.

An Outcome Based Education approach has been proposed as the organising curriculum framework through which National Qualification Framework will be operationalised. It has its basis in two educational reforms, competency and mastery learning.

Christie (1999 : 62) contends that the oppositional chasms of the past between apartheid education and vocational training were bridged by the National Qualification Framework in 1990. The National Qualification Framework seeks to extend educational opportunities to the whole population by redressing the ravages of apartheid and dealing with the social, political and economic future of the country.

The National Qualification Framework, in its strategic planning, involves the intergration of all education and training into an intergrated system in which there are least barriers to diversity, flexibility, portability, progression and to the breadth and depth of learning.

The National Qualification Framework has the approaches (instrumentalism and rationalism) which are based on the assumption that learning can best be assessed and evaluated by the use of an outcome-based approach to the curriculum. The Outcome Based Education approach will be discussed below.

2.3.1 Outcome Based Education (OBE)

The Minister of Education, Asmal (1999 : 9) asserts that Outcome Based Education is an approach that embraces the capacity of learners to think for themselves, to learn from the environment and to respond to wise guidance by teachers who value creativity and self-motivated learning. According to its principles, Outcome Based Education and Curriculum 2005 offer to transform the retrograde inheritance of apartheid-era learning theories and absolute teaching practices.

Education in most countries around the world is changing to curricula that focus on broad competencies, and management that promotes devolution and accountability of schools. As mentioned earlier on, South Africa is one of these countries.

Outcome Based Education seeks to provide an excellent education which develops children's talents and capacities to full potential and is relevant to the social, cultural and economic needs of the nation. The National Qualification Framework coupled with, Outcome Based Education offers to provide a foundation for further education and training in terms of knowledge and skills, respect for learning and positive attitudes for life long education.

Building on the outcomes of the National Qualification Framework, Curriculum 2005 sets out eight Learning Areas : Communication, Literacy and Language; Human and Social Science; Numeracy and Mathematical Science; Natural and Physical Science; Economic and Management Science; Technology; Culture, Arts and Artistic Crafts; and Life Orientation.

In support of the above statement Christie (1999 : 175) sees Curriculum 2005 as representing a starting point to view the world broadly, learn appropriately, develop new skills and competencies

and find new ways to frame and solve problems. For her, Curriculum 2005 is not only outcome based, but learner centred.

In the light of the above discussion the researcher discusses how models of curriculum change facilitate the management of curriculum transformation in schools.

2.4. Models of curriculum change

McNeil (1981) advocated the following models of curriculum change :

The Adoption Model, the Intergrative Development Model and the Change Agent Model.

2.4.1 The adoption model

The model calls for a facilitator (principal) who performs first the role of salesperson and later a training role with school personnel so that they train others. The results in "the multiplier effect".

The principal together with senior members of staff, monitors and helps with problems that arise during initial installation. Implementation requires attending to political, social and economic considerations in addition to technical, scientific and scholarly considerations.

According to this model, the principal should take initiative, in marketing curriculum change in an institution; The school does not function in isolation and is not a closed system, other structures should therefore be involved.

2.4.2 Intergrative development model

The model deals with the immediate concerns of teachers. An assumption underlying this approach is that a climate for eliminating clouded vision, fears, and threats must accompany change.

The use of this model in curriculum change management will be useful in the sense that the principal will embark on participatory decision making strategies, thus involving his staff. The groups will have an impact in the management of curriculum issues, where the personnel with different expertise will assist others in team building.

2.4.3 The change agent model

The principal can play the role of supporter of innovation and give responsibility to curriculum designers as they can influence all essential elements of the curriculum. Innovations from outside are seen as setting the stage or challenging the teacher to study all strategies, take the best parts of them and find means to deal effectively with all areas of learning. The principal as a change agent should be competent enough to deal with vast changes in the process of curriculum transformation.

Stewart's (1996 : 209) views concurs with the model when he says, the role of the change agent has to change in order to meet the increasing demand for human resource development professionals. The development of new sets of skills and abilities in the area of change management is needed. The principal as a change agent should foster collaboration and collegial support to his staff; and make them understand how to implement, and manage curriculum change.

Pratt (1980 : 431) argues that, even the consent of teachers to an innovation does not necessarily indicate that they understand change. Hence the need to assist them in the process.

Ornstein (1980) advocated the following models of managing curriculum change.

- * The Tyler model
- * The Taba model
- * Saylor and Alexander model
- * Goodlad model
- * Hunkin's development model
- * Miller and Seller model

2.4.4 The Tyler model : Four basic principles

According to Ornstein (1988) those involved in curriculum change and development inquiry must try to define the purposes of the school, educational experiences related to the purposes, organisation of these experiences and evaluation of the purposes.

Organising elements such as ideas, concepts, values and skills should be woven as threads into the curriculum fabric. For him evaluation is necessary for educators to find out whether the learning experiences actually produced the intended results and the effectiveness or ineffectiveness of the program.

2.4.5 The Taba model : grass - roots rationale

According to Ornstein (1988) the Taba model believed that those who teach curriculum should participate in developing it.

Taba named this model 'Grass-Roots Rationale' because she felt that the administrative model was really in the wrong order, and that the curriculum should be designed by the users of the program. She proposed that teachers use inductive approach to curriculum development starting with specifics and building to a general design, as opposed to the more traditional deductive approach which moves from general design to specific.

Seven major steps are designed for this model. These are :

- | | |
|---|---|
| <u>Diagnosis of needs :</u> | Where the teacher identifies learner's needs. |
| <u>Formulation of objectives :</u> | Objectives to be accomplished are specified after identifying learner's needs. |
| <u>Selection of content :</u> | Validity and significance of the context is important, content must be sequenced and organized. |
| <u>Organisation of content :</u> | Learners stage of development; level of knowledge, academic achievement and interests should be taken into consideration when organising the content. |
| <u>Selection of learning experience :</u> | Instructional methodologies should be selected carefully to involve learners in the content. |
| <u>Organisation of learning activities :</u> | Learning must be sequenced and organized. |
| <u>Evaluation and means of evaluation :</u> | It must be determined what objectives have been accomplished at the end. |

2.4.6 Saylor and Alexander model :

Planning process

Ornstein (1980 : 28) has presented a systematic approach to curriculum development and outlined the following stages.

1. Goals, objectives and domains :

Major goals and objectives to be achieved should be specified. Each major goal depicts a curriculum domain. There are four major domains that should receive attention : personal development, human relations, continued learning skills; and specialization.

According to this Model the goals, objectives and domains selected evolve from careful consideration of external variables, among which are the views and demands of the community, the legal requirements of the state, research findings and the philosophical views of the curriculum specialist.

2. Curriculum design : Here curriculum decision makers decide on the content, its organisation and appropriate learning for the content selected.
3. Curriculum implementation : When the curriculum design have been decided upon and created, the educators implement the curriculum.
4. Curriculum evaluation : Evaluation should focus on the curriculum plan, the quality of the instruction and the learning behaviours of the students. Through such comprehensive evaluation, curriculum developers determine whether to keep the program, modify it or discard it.

2.4.7 Goodlad model : Learning opportunity

In this model, all educational aims are drawn from the analysis of the values of the existing culture.

These educational aims are then translated into educational objectives stated behaviourally. These objectives then suggest learning opportunities that are to exist as a situation created within the

context of an educational program or institution for the purpose of achieving certain educational ends.

2.4.8 Hunkin's development model

This model has seven major stages. There are curriculum conceptualization and legitimization, diagnosis, content selection, experience selection, implementation, evaluation and maintenance. This model differs from some of the previous ones in two major ways : First it incorporates a feedback and adjustment loop. Secondly, it includes a conceptualization and legitimization stage and a maintenance stage. The feedback and adjustment loop allows working with the model to continually adjust their decision making about curricula actions.

2.4.9 Miller and Seller : curriculum orientations

The first orientation is the transmission position. They indicate that the curriculum can emphasize that education should transmit facts, skills and values to learners.

The second orientation mentioned by Miller and Seller is the transaction position. The individual is perceived as rational and as capable of intelligent action. The third position is transformation, which entails personal and social change.

Having discussed different models which can be used by the principals in managing curriculum change, the researcher will discuss further some factors which facilitate curriculum change.

2.5 Factors which facilitate curriculum change

When managing curriculum change in a school the principal should encourage learners as well as teachers to express their different identities in a cooperative environment in which they are all equalised. The principal should refrain from creating a new set of rules unfamiliar to both teacher and learners.

In support of the above statement Christie (1999 : 192) says, the principal should take responsibility in shifting the power embedded in social relationships from the vertical to the horizontal where learners have stronger relationships with one another in cooperative learning, and teachers with one another as they attempt to intergrate knowledge.

Teachers and the principal as well as learners should work together to achieve a common goal, which is the achievement of outcomes. Principals have to ensure that a good deal of teaching is about control, discipline and then education.

Christie (1999 : 192) in her contention says, the principal should adapt from reliance on positional control to personalised forms of control whilst managing curriculum change. The principal should refrain from using a top down approach when managing curriculum change. All communication channels should be open vertically, horizontally and sideways.

McNeil (1981 : 145) asserts that the process of managing curriculum change needs scholarly input to ensure intellectual rigor, expertise in learning to support methodologies, extensive testing, evaluation and revision programs, for teacher training and procedures for dissemination.

The leadership role of the principal is the most crucial indicator of the success and failure of curriculum changes. For McNeil (1981 : 144) projects that are most effective are those in which the director is present at planning stage and remains through implementation, evaluation and adaption.

According to Schaffarzick (1979 : 188) "the pivotal influence of the principal determines the pace and extent of change". The principals should contribute to the enhancement of teaching and learning.

Fullan (1991 : 144) sees the principal as in the middle of the relationship between teachers and external ideas of people. The success and failure in the implementation of curriculum change is largely determined by the principal. The principal should show the ability to initiate and to innovate, to take the lead and to make things happen at school. Principals who show initiatory style of leadership set not only short term objectives but also long-term objectives in managing curriculum change.

According to Van der Westhuizen (1991 : 546), principals with initiatory style of leadership have a properly founded understanding of what constitutes a good school, good guidance and teaching. The principal should keep abreast of modern educational trends which includes curriculum management and change.

Schaffaraick (1981 : 202) contends that in systematic curriculum planning, the principal not only considers the curriculum general status and function as disciplines but what happens to people and

their ways of thinking when they engage in the study of these disciplines. While there may exist a naive assumption that the subjects of study are to be taken for granted and that curriculum planning merely involves finding ways to teach these subjects effectively, the principal as a change agent, and a leader should examine the assumptions, implicit and explicit, that underlie the inclusion of these studies in the school curriculum.

In support of the above statement, Christie (1999 : 176) says the principal should assist teachers to adjust to different curriculum changes and acquire relevant classification skills.

In sharing his contention, Bush (1995 : 22) argues that curriculum manager's role is to question, to modify, to adapt the prescribed curriculum, within the set of values espoused by the school, in order to meet the needs of learners. It is the role of the principal to ease tension on the part of teachers, because if not, they are likely to manifest themselves in the classroom. While learners may learn at differing rates; education is about the learner's realisation of innate potentialities that simply need the right environment to develop.

For McNeil (1981 : 147) in order to illuminate the problems in curriculum change, the principal should take into consideration the desirable number of new curriculum installations for one year, the timing of installations and requisite experience of the staff and what relations are necessary between the administrators and teachers.

Schaffarzick (1979 : 181) strongly asserts that administrative directives to teachers on how instruction should occur are not instantly received, acted upon and the requested results produced. What teachers teach may not be what the students learn. It then remain the principal's responsibility to see to it that learners receive the best knowledge and good attainment of skills from the educators. The principal as an instructional leader should guard against the barriers of innovation in both internal and external factors.

In support of the above statement McNeil (1981 : 145) says, the principal serves as the instructional leader in the context of strengthening the school curriculum by giving clear messages that teachers may take responsibility for their own professional growth.

The principal, in order to manage the curriculum effectively should possess skills of team building, so as to unite his staff in producing good results and in attaining set goals.

Christie (1999 : 191) argues that principals and teachers are expected to work together in teams and to promote a co-operative culture of teaching and learning. The culture of teaching and learning can only be promoted in a school, where there are clear guidelines, direction, policy and strategic planning.

For Schaffarzick (1979 : 202) curriculum development includes justifications for why certain things, as opposed to others should be studied in school.

Having looked at the factors which facilitate curriculum change; the researcher will further discuss factors which inhibit curriculum change.

2.6 Factors which inhibit curriculum change

2.6.1 Allowing too much complacency

The biggest mistake done by leaders when trying to implement changes in their schools is when they plunge ahead without establishing a high enough sense of urgency in fellow colleagues.

According to Kotter (1996 : 12) transformation agents always fail to achieve their objectives when complacency levels are high. Change is not an event, but a process, therefore the principal needs to plan, develop and maintain change gradually.

According to McNeil (1981 : 146) teachers and administrators need one or more years to learn what changes are needed, what skills to be acquired and applied and what the innovation should look like in the particular school.

2.6.2 Failing to create a sufficiently powerful guiding coalition

Kotter (1996 : 15) sees failure being associated with underestimating the difficulties in producing change and thus the importance of a strong guiding coalition.

The problem arises when the school principal takes for granted the difficulties in producing change in a school, and therefore fails to maximise his inputs.

For Van der Westhuizen (1991 : 420) a direct correlation exists between the level of effectiveness in the changing process and the competent input of the person responsible for the change.

2.6.3 Underestimating the power of vision

Useful changes are a result of good vision which helps to direct, align and inspire actions on the part of large numbers of people.

Kotter (1996 : 19) strongly argues that without an appropriate vision, a transformation effort can easily dissolve into a list of confusing, incompatible and time consuming projects.

An organisation cannot function effectively without a vision. A vision must be communicated to other stakeholders and mission statement be designed also, so that everyone involved remains focused and has a direction.

Schaffarzick (1979 : 163) asserts that because schools operate within unpredictable environments, these traffic routes (vision and mission statement) offer opportunities for school decision makers to convert concerns and problems into acceptable innovations

For Pratt (1980 : 39) the principal should have a vision about the curriculum of his school. He must know where he wants to take his learners to. How does he hope to achieve all that?. His vision should also be shared among his fellow workers.

2.6.4 Undercommunicating the vision

Communication comes in both words and deeds. All forms of communication should be used and followed by all stakeholders involved.

Kotter (1996 : 20) asserts that nothing undermines change more than the behaviour by important individual that is inconsistent with the verbal communication. The principal as a change agent should not only communicate verbally but his behaviour and attitude towards change should be positive. According to Van der Westhuizen (1991 : 421) principals who adopt a responsive style have very limited vision, and set themselves short term goals. These principals do not take any initiative concerning how their schools should change. They remain reactive than proactive. They respond to the demand for change rather than initiate it.

2.6.5 Permitting obstacles to block the new vision

According to Gibbs (1998 : 21) the principals should first study the organisational structure of a school for it can be a barrier in achieving change. One well-placed barrier can stop an entire change effort. The management team, staff and school governing body members should work together in promoting curriculum change. The principal as a leader should avail himself at all times to remove obstacles which may block the way.

In support of the above statement Christie (1999 : 68) says, the fact that there are obstacles to the implementation, is not a reason to fall into despair or cynicism. Obstacles need to be turned into challenges to be overcome.

Kotter (1996 : 24) concurs with the above statement when he says, whenever the principal and his management team avoid confronting obstacles, they disempower other educators and undermine change. The principal should take initiative and lead change by example.

Schaffarzick (1979 : 163) says, when blurred goals and loose causal linkages exist between technology and outcomes, organizational learning is often imitative, even superstitious.

2.6.6 Failing to create short term wins

According to Kotter (1996 : 31) in a successful transformation, managers actively look for ways to obtain clear performance improvements, establish goals in the yearly planning system, achieve these objectives and reward the people involved with recognition or promotions.

The principal should be able to push forward plans, action plans for implementation, and see to it that the attachment of set goals and objectives is possible in an institution.

Christie (1999 : 303) argues that the management of curriculum change and development has not improved in schools because teachers and principals lack the technical skills for curriculum making and refinement of their roles.

2.6.7 Declaring victory too soon

According to Campbell (1996 : 98) declaring victory too soon may impede the change process and innovations that may come up during implementation process. Since curriculum change is a process, the principal should ensure that all stages are followed, and adhered to in a more systematic way; and should be consolidated.

According to Kotter (1996 :27) until changes sink down deeply into the the culture, which for an entire school can take three to ten years, new approaches may be subject to regression. Even when the organization has evolved, it must continually be maintained and change stabilised.

2.6.8 Neglecting to anchor changes firmly in the corporate culture

Curriculum changes need to be reinforced. According to Gilgeous (1997 : 139) anchoring changes firmly in the corporate culture is known as the freezing stage.

During this stage it is where the normal implementation of change emerges. The principal should guard against any form of resistance from the staff.

For Kotter (1996 : 22) it is particularly an important factor to anchor new approaches in an organization's culture. One technique is a conscious attempt to show people how specific behaviours and attitudes have helped improve performance, when change becomes the way we do things around here sticks, until new behaviours and attitudes are rooted in social norms and shared values, they are always subject to degradation as soon as the pressures associated with a change effort are removed.

2.7 Conclusion

Considering the importance of coping with the demands of a society which are changing so quickly, principals as well as their teams need to re-appraise what they are offering to their learners as means of managing curriculum change.

The fact that a wider range of objectives is being sought in schools emphasises the need for careful curriculum planning and management.

CHAPTER 3

METHODOLOGY

3.1 Introduction

In this chapter, the researcher seeks to discuss the methodology followed to collect and analyse data for purposes of testing the assumptions mentioned in chapter one of the study.

3.2 Permission to conduct research

Permission to conduct research in the areas studied was requested and obtained from the Education Department through the offices of the Pinetown District Chief Superintendent of Education Management, KwaNdengezi and KwaSanti Circuit Superintendents of Education Management. (See Appendix 1,2 and3)

3.3 Rationale for using descriptive method

The researcher used descriptive method. For Gay (1976 : 36) descriptive research involves collecting data to test hypothesis or to answer questions concerning the current status of the subjects of study.

This research seeks to identify the position regarding the role of principals in managing curriculum change. Data was collected through interviews and questionnaires.

Research tools used in collecting data are discussed below.

3.4 Research tools used

3.4.1 Questionnaires

According to Rensburg (1988 : 504) the questionnaire is a set of items dealing with topic or related group of topics given to a selected group of individuals for the purpose of gathering data on a problem under consideration. The questionnaire and the interview schedule were used as data collecting tools for this research.

In drawing up questionnaires, the researcher considered the features for good questionnaires.

3.4.1.1 Features of good questionnaires

Mahlangu (1987 :84) and Norval (1988 : 60) have the following to say about a good questionnaire.

- * It has to deal with a significant topic, one which the respondent will recognise as important enough to warrant spending his time on.
- * It seeks only that information which cannot be obtained from other sources.
- * It must be as short as possible, but long enough to get the essential data.
- * Questionnaires should be attractive in appearance, neatly arranged and clearly duplicated or printed.
- * Objectively formulated questions with no leading suggestions should render the desired responses. Leading questions are just as inappropriate in a questionnaire as they are in a court of law.
- * Data obtained from questionnaires are easy to tabulate and interpret. It is advisable to preconstruct a tabulation sheet, anticipating the likely tabulation and ways of interpretation of the data; before the final form of questionnaire is decided upon.

Features of good questionnaires were considered by the researcher when compiling questionnaires.

Types of questionnaires used are discussed below.

3.4.1.2 Types of questionnaires used

The questionnaires had fifteen items which comprised of different sections. All were closed and structured questions. A Likert scale was used where respondents were requested to give their opinions accordingly. This scale ranged from 1 - 5 : 1= strongly disagree, 2 = Disagree; 3 = Uncertain; 4 = agree and 5 = strongly agree.

A schedule of the questionnaire is attached as part of the appendix 6. Limitations of questionnaires and how they were overcome are discussed below :

3.4.1.3 Limitations of questionnaires and how they were overcome

Questionnaires do not provide the flexibility of interviews. If questions asked are interpreted differently by respondents the validity of the information obtained is jeopardised.

To counteract this limitation, the researcher provided interview schedule for principals. In an interview schedule clarifications were provided, where required.

From the researchers view and observing through interviews conducted it became evident that in most cases respondents were generally more able to express their views verbally than in writing.

It became necessary for the researcher to give instructions verbally, in cases where instructions were not understood by the respondents. For example, one respondent gave double opinions for a single question.

3.4.2 Features of useful interviews

According to Webb et al (1987 : 85) "all communication takes place within a particular climate or atmosphere, and interviews used are no exception." The responsibility for creating the climate rest with the interviewer in the first place.

It was therefore the researchers first task to develop the climate aimed at obtaining the optimum trust and co-operation from the respondent (principals).

To create the said climate the interviewer made appointments to see principals at a time convenient to them.

3.4.2.1 Types of interview used

The interview used was unstructured or open ended. Respondents were not confined to a predetermined set of answers. Opinions were expressed freely and openly.

3.4.2.2 Interview schedule

The researcher used interviews to secure detailed information on the subject studied. The researcher approached principals of relevant schools, that were sampled. Principals gave permission, and appointments to come to schools on specific dates were made both personally and telephonically with principals of schools. On arrival a formal letter was produced to the principal, stating the purpose of visit. (Appendix 4, is a copy of the letter to principals and Appendix 5, is interview schedule for KwaNdengezi and KwaSanti circuit school principals)

The researcher presented herself 25 minutes before time at the school.

By a way of commencing interviews, a short overview of areas to be dealt with was indicated. All areas centred around principal's diverse strategies in managing curriculum change. From this overview, an introductory explanation was given to the respondents by the researcher which aimed at allaying respondent's fears regarding their right to privacy.

3.4.2.3 Difficulties in conducting interviews and how they were overcome

According to Cohen and Manion (1989 : 109) "Interview questions are time consuming and therefore off - putting to most respondents." All the interviews were scheduled to take 30 minutes. Some interviews took 35 minutes and others took 25 minutes.

Most principals preferred the afternoons when it would be quieter and would not be much work. Other principals, due to some committments in the afternoons, preferred interviews to be conducted during their lunch time or break.

Problems was largely experienced by the researcher to an extent that to other principals, appointments for interviews had to be rescheduled at least for three times. At times it was discovered that having arrived for the interview appointments, the principal would not be found for the interview but present in the school premises.

To counteract problems mentioned, the researcher had to exercise patience and perseverance by creating time for the interviews. It was either to wait or to reschedule dates.

Interviews were properly planned, which made it possible to utilise the exact time scheduled for the interviews. It was noticed that during the time interviews were conducted most educators had gone for in-service training, workshops and meetings in preparation for the succeeding year.

It became necessary for the researcher, to re-visit school that were targetted to form the population more than once for the purpose of delivering questionnaires, collecting questionnaires and conducting interviews.

By the end of interviews, the researcher had managed to counteract all the difficulties, but with an exception of one principal who could not be found after all the measures exercised by the researcher.

3.5 Selection of the sample

According to Sibaya (1989 : 21) when sampling, the researcher tries to understand a segment of the world on the basis of observing a smaller segment, namely a sample.

Since this study investigates the role of principals in managing curriculum change, its target population involves principals of schools and educators in two circuits ie. KwaNdengezi and KwaSanti.

The importance of representativeness is emphasized by Leedy (1980 : 41) and Fraenkel and Wallen(1990 : 25) who contend that among the factors considered by the researcher, representativeness is one of them.

Representativeness in a research has the lowest risk bias. Walizer and Weinir (1978 : 241) contend that a sample of 10% has the lowest risk, is more accurate and has high level of significance. In sharing his contention Gay (1976 : 29) and Mulder (1989 : 249) argue that a sample of 10% is a minimum representative sample for a small population.

For this research, a minimum representativeness of 10% sample was obtained for population of principals and educators. To further ensure the representativeness of the population of principals and educators the researcher used simple random sampling.

Selection of schools is specifically given below.

(i) Selection of schools

The rationale for using these two Circuits (KwaNdengezi and KwaSanti) was based on the fact that they have a mixture of semi-urban, and rural schools and they are from different ex-departments of education which are House of Delegates (HOD), Department of Education and Training (DET) and Department of Education and Culture (DEC).

According to the researcher's view, this enhanced representation and generalisability of research. Two lists of schools from KwaNdengezi and KwaSanti circuits were obtained from the relevant Superintendents of Education Management . (Refer to appendix 7 & 8)

From each list, every 4th school was selected. This gave the researcher a total of 12 schools, 6 schools of each circuit.

(ii) Selection of educators

From the two circuits, an alphabetical list of educators was requested from the principal. Every 3rd name was selected from the list.

For the sample of principals, all principals of schools where teachers were selected, were targetted to form the sample.

3.6 Pilot study

In a pilot study, the researcher tested the procedures to be used and guidelines to be followed in the research project.

Dane (1990 : 42) contends that "A pilot study is an abbreviated version of a research project in which the researcher practices or tests the procedures to be used in the subsequent full - scale project.

In a pilot study it is where a researcher solicit positive criticism, seek advice, contributions and opinions of others he trusts, with an aim of ensuring the good standard of research.

Martins and Loubster (1996) assert that the use of pilot study is very useful to detect weaknesses in the instrumentation design and to provide a sound base for determining and refining the instrument.

The researcher piloted the questionnaire on 06 randomly selected teachers from the following areas : 01 Mpumalanga School; 01 KwaSanti School; 01 Nanda School; 01 Umlazi School; 01 Clermont School and 01 Pinetown School. Only 03 principals were selected from these areas.

Participants for the pilot study and the sample for the final study were selected from the same target population i.e. principals of schools and educators.

Through conducting pilot study the researcher managed to identify from her question and interview schedule questions that were not clearly understood. Questions were rephrased to ensure correct interpretation.

Some of the concepts were used interchangeably and were confusing. For example, teachers and educators. The researcher ended up using one concept 'educator'. The researcher also discovered that different respondents attached different interpretations to the concept.

An indication for the need of an operational definition of the term at the beginning of interviews and questionnaires was highlighted. The process of conducting interviews for this study is discussed below.

3.8 Administration of questionnaire and interview schedule

3.8.1 Interviews

As stated above, the researcher presented herself early at the school to collect questionnaires and conduct the interview.

3.8.2 Questionnaires

The researcher personally delivered questionnaires to the selected schools. Questionnaires were collected from the principal after completion. In some schools principals wanted the researcher to administer questionnaires personally to the respondents. In such cases a researcher was instructed to come after school or during breaks.

3.9 Conclusion

Research methodology which was applied in the empirical investigation was discussed in this chapter. The interview schedule and questionnaire as research tools used were also described. The results of the questionnaire and interview schedule will be analysed in Chapter 4.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

Chapter 3 dealt with the methodology of collecting and gathering data. In this chapter, data collected from principals and educators is presented, analysed and interpreted.

Data collected from educators through questionnaires were analysed using tables which indicated summary of responses.

Data from principals was collected through interviews, where open-ended or unstructured questions were asked through the use of these questions, respondents were able to express themselves freely and were not confined to predetermined set of answers.

Interviews which were conducted with principals elicited various responses. All responses which spoke to one item have been grouped together, categorised thematically and a percentage has been calculated for similar responses based on the total sample of responses.

4.2 ANALYSIS OF BIOGRAPHICAL INFORMATION FROM PRINCIPALS

ITEM 4.2.1 SEX

SEX	FREQUENCY	PERCENT
FEMALE	8	53,3
MALE	7	46,7

Table 4.2.1 above indicates the balance of both sexes. This balance points to the fact that gender equity in principalship positions is prevalent in the sampled circuits. The relatedness of principals' responses gives a reflection of how principals of both sexes manage curriculum changes in schools.

Responses from both sexes are likely to contribute to an accurate portrayal of the role of principals in managing curriculum change.

ITEM 4.2.2

AGE GROUP

AGE GROUP	FREQUENCY	PERCENT
36 - 40	1	6,7
41 - 45	3	20
46 - 50	5	33,3
OVER 50	6	40

Table 4.2.2 points out to the fact that the respondents are spread in terms of age.

One's assumption is that from the age range a representative's reflection on the role of principal in managing curriculum change is evident.

ITEM 4.2.3**NATURE OF POST**

NATURE OF POST	FREQUENCY	PERCENT
PERMANENT	14	93,3
ACTING	1	6,7

According to the Table, about 93,3% is the figure of 14 principals who are holding permanent positions. Assumptions are that the responses given are accurate because managing curriculum change by principals is part of their daily undertakings and full time role.

ITEM 4.2.4**TEACHING EXPERIENCE IN EDUCATION DEPARTMENT**

TEACHING EXPERIENCE IN EDUCATION DEPARTMENT	FREQUENCY	PERCENT
6 - 10	2	13,3
11 - 15	3	20
16 - 20	5	33,3
OVER 20	5	33,3

Table 4.2.4 gives an indication that most principals have adequate experience in their jobs. About 66,6% principals have experience ranging from 16 years and over. An assumption is that principals have experience to contribute significantly to education and to manage curriculum change.

ITEM 4.2.5**HIGHEST ACADEMIC QUALIFICATION**

HIGHEST ACADEMIC QUALIFICATION	FREQUENCY	PERCENT
Other	11	73,3
B.A	2	13,3
M.Ed	2	13,3

Responses on table 4.2.5 provided, incorporated a wide range of variables of academic qualification. It is believed that the responses are likely to contribute to an accurate reflection on the role of principals in managing curriculum change.

4.3 ANALYSIS AND INTERPRETATION OF DATA FROM PRINCIPALS

INTERVIEW ITEM 1

QUESTION : What guidance, if any, do you extend to educators as they work with curriculum issues.

PRINCIPALS RESPONSES	FREQUENCY	PERCENTAGE
STAFF DEVELOPMENT MEETINGS AND WORKSHOPS	9	60
SUBJECT ADVISORS AND CURRICULUM EXPERTS	3	20
DEVELOPMENT APPRAISAL SYSTEM	2	13,3
STAFF DEVELOPMENT TEAMS (SDT)	1	6,7

The Table above reflects a figure of 60% principals who said that they guide educators through staff development meetings where they develop and workshop educators on problems they encounter in the classroom. This method has led to identifying relevant solutions to different problems. There has been an open-minded and critical approach from principals in dealing with curricula changes.

Subject departments are urged to be conversant with national and international thinking on curriculum management.

Principals also indicated that they encourage inter school and interracial partnership to facilitate the sharing of resources between previously privileged, and well resourced schools on one hand and poorer ones, on the other.

Some principals argue that the process of networking has assisted them a great deal in delivering educators expectations as leaders, to initiate management strategies and to facilitate every activity.

Principals pointed out that they need to be retrained so that they are sensitised to the process of Outcome Based Education and the needs of the country as well as strategies on how the curriculum should be designed to meet individual needs of learners.

Some principals indicated that they motivate educators to develop teaching material that will prepare learners for maximum achievements.

These principals maintain that it is important to encourage educators to formulate alternative programmes taking into account broader societal needs.

About 20 % principals pointed out that they invite Outcome Based Education and curriculum experts as well as subject advisors to address educators on curriculum related issues. Subject committees also benefit from these programmes.

A figure of 13,3% indicated that they guide educators in schools through the use of relevant performance appraisal methods. This is done with an aim of developing educators. According to these principals, performance appraisal programmes used in their schools are designed to suit the needs of their schools as well as educators.

Principals perceive developmental appraisal system as reflecting those values, beliefs and norms which constitute their school culture. For them developmental appraisal system assist at developing a unified team which aims at attaining agreed goals.

A figure of 6,7% principals highlighted that they guide educators through staff development teams. According to them, these teams are so active that they even convene workshops for educators in preparation for the formal development appraisal system programme.

According to principal's responses, schools embark on different strategies in guiding educators on curricula matters.

INTERVIEW ITEM 2

QUESTION : What are the most recognised facilitative factors which impact on your role in curriculum change management.

PRINCIPALS RESPONSES	FREQUENCY	PERCENTAGE
OBE CLUSTER	6	40
PARTICIPATORY DECISION MAKING CONSULTATION COLLABORATION THROUGH CLASS VISITS	4	26,7
WORKSHOPS AND INSERVICE TRAINING	3	20
MANAGEMENT TEAM AND STAFF TEAMS	2	13,3

About 40% principals recommended Outcome Based Education cluster where educators are gathered together as interschool groups. In Outcome Based Education cluster, educators do their planning, preparations, select phase organiser as a theme and identify specific outcomes.

Problems experienced by group members from different schools are discussed and solutions given. Outcome Based Education cluster also assist educators in sharing information on different textbooks used in different schools.

One principal pointed out that since these Outcome Based Education clusters were in operation in her circuit, she does not have problems in interpreting policy documents to educators, because it is discussed and analysed in cluster and cell groups.

A figure of 26,7% indicated that they involve educators in participatory decision making. Educators own decisions, a sense of committment and involvement is established. This makes it easier for principals because no educator has to be followed, told what and what not to do.

In these schools, educators are perceived by principals to have developed academically and professionally. Managing curriculum change by these educators become easy.

Principals who constitute 20% indicated that they encourage educators to attend workshops, and run workshops in return.

Compulsory attendance of inservice trainings is fostered by principals. On their return from inservice training, educators in turn train other colleagues in the school.

About 13,3% stated that they work co-operatively with the management team and staff team in designing developmental appraisal system which best suit each school respectively.

The leadership role and style of the principal determines the extent to which recognised factors will be facilitative in managing curriculum change. Facilitative factors may be prevailing in a school but become useless if they are not utilised effectively.

The principals indicated that through collaboration and consultation, their lives, working conditions and leadership roles were made easier.

According to these principals responsibilities are shared, and the power is not positional but decentralised to every stakeholder in the school. ✓

For these principals everyone in the school is guided by a set of common beliefs, values and norms. Each and every individual strive for the attainment of agreed objectives.

One principal pointed out that in his school, all the mentioned strategies to management of curriculum change have led to an automatic development and maintenance of school culture.

According to these groups of principals, communication channels are always kept clear and open; for they allow for the flow of information on both vertical and horizontal direction, as well as top down and bottom up approaches are exercised. Class visits are also encouraged. According to these principals, everyone has a chance of leading workshops, and no one is a master of all in the school. For them they learn, grow and develop each day.

INTERVIEW ITEM 3

QUESTION : What are the factors which inhibit the management of curriculum change.

PRINCIPALS RESPONSES	FREQUENCY	PERCENTAGE
DEPARTMENT OF EDUCATION AND ITS PROCEDURES PERCEIVED AS A STUMBLING BLOCK	3	20
LACK OF HUMAN AND PHYSICAL RESOURCES	3	20
RESISTANCE TO CHANGE	3	20
LACK OF TRAINING	4	26,7
HIGH ENROLMENT, LACK OF FLOOR SPACE	2	13,3

In responding to the question, the above responses were elicited from this item. About 20% of the principals perceived the Department of Education as a stumbling block. According to these principals, the Department of Education is good at prescribing what schools should do, which methods should be followed whilst having not confirmed the decisions with the relevant stakeholders who are implementers.

One principal pointed out that the Department of Education is merely concerned with the theory, leaving out the gist of education, the practical aspect.

According to these principals, the Department of Education does not take into account the time and effort put by schools in managing curriculum change, especially when educators are rationalised through rationalisation and redeployment process.

The termination of services of temporary educators has a negative impact according to these principals. One principal pointed out that the Department of Education is failing to meet their needs and expectations of promoting a good culture of teaching and learning through providing human resource.

Some principals had a concern that conducting staff development meetings in schools has lost its meaning, because the same topic can be expected to be done throughout the year because of incoming and outgoing staff, because the minute they are trained, the next minute they are redeployed to other schools with all the skills they have acquired.

In sharing his contention, one principal states that since rationalisation and redeployment system is an on going process, it results in a state of instability in schools; no complete deligation of duties takes place; distribution of work and strategic planning cannot be done completely.

A figure of 20% indicated that the lack of resources play a major role in inhibiting the management of curriculum change. Lack of physical resources (personnel) as highlighted earlier create problems. Unpaid school funds, especially in Black schools lead to schools failing to provide sufficient resources. Resources like textbooks, laboratories, libraries, science kit and many more, are not available.

One principal pointed out that parents withdrew from schools, when they do not attend parents meetings, not pay their children's school fund and withdrew from all the activities taking place in the school.

About 20% pointed out the difficulties brought about by some educators in resisting changes. Two principals indicated that educators fear changes, as they were secured in their traditional ways of doing things.

One principal pointed out that some educators fear changes because of incompetence. Other educators indulge in bad habits which had become their styles, "the way things are done", like missing teaching periods, late coming, absenteeism, misconduct and many more.

About 26,7% pointed out their concern about the lack of training in managing curriculum related matters. According to these principals, they themselves are not fully equipped with Outcome Based Education skills, they need retraining. Some principals pointed out that they have difficulty with Outcome Based Education terminology and that Outcome Based Education policy document is not user-friendly.

A figure of 13,3% principals pointed out the lack of floor space as another inhibiting factor in managing curriculum change. Problems with overcrowded classrooms were highlighted. Some principals pointed out the problem of high enrolment figures in their schools; as well as high educator : learner ratio.

One principal pointed out that one way of maintaining a state of stability in their schools is by a way of admitting unlimited number of learners. This also helps securing staff affected by rationalisation and redeployment.

From the above discussion it becomes evident that there are lot of discrepancies in Education system as perceived by the principals. For the effective management of curriculum change these inequities should be addressed.

INTERVIEW ITEM 4

QUESTION : What role do you see yourself playing in learner involvement when managing curriculum change ?

PRINCIPALS RESPONSES	FREQUENCY	PERCENTAGE
STUDENT REPRESENTATIVE COUNCIL (SRC)	1	6,7
ASSIGNING OBE BASED PROJECTS	6	40
ENFOSTER COLLABORATION AND COLLEGIALLY THROUGH SPEECH DAYS OR OPEN DAYS	4	26,7
OBE TEACHING IN CLASS AND INFORMATION DURING ASSEMBLIES	4	26,7

About 6,7% principals pointed out that they involve learners through their Learner Representative Council (LRC) . One of the duties of the Learner Representative Council is to liase with the school management. They are first workshoped about changes in curriculum related areas, in return they address their school mates on issues related to curriculum change.

Student Representative Council members, according to these principals are also sent to leadership workshops where they get an exposure to their counterparts across the racial and cultural line.

A figure of 40% indicated that they assign projects relevant to the new curriculum (Outcome Based Education) which must be done at home; thus encouraging the skill of independence.

Environmental awareness is encouraged by these projects because learners are exposed to the environment in getting information, ideas and materials to be added to the project. Since Outcomes Based Education encourages learners to find solutions to the problems themselves, it encourages a sense of originality in ideas, innovative and creative skills. From their environment, learners embark on self-discovery techniques when they network with different children from different schools, race, culture and intellectual abilities.

According to these principals, learners are encouraged to develop networking skills at their early age. At times specific grades or groups (for example Science and Maths group) from another school are invited to visit their schools, in order to share ideas, to establish communication channels and for exposure. At times debates are organised in this manner.

About 26,7% of the principals cited that they enforster collaboration and collegiality among educators in managing curriculum change. One principal indicated that he supports educators by doing class visits with a purpose of assisting and developing educators in classroom management.

According to these principals open days and speech days are organised for educators and learners, on these special days achievement by both learners and educators are acknowledged and rewarded to build their confidence. Prominence is given to outstanding performers.

One principal confirmed that they involve learners in participatory decision making on matters pertaining to curriculum change.

During speech days experts from different career paths are invited to schools to address and build capacity among learners. Learners are kept abreast with changes in curricula related issues, through these special days.

About 26,7% principals stated that they involve learners by merely teaching in class. These principals ensure that educators are fully equipped with Outcome Based Education methodology by taking them to inservice training and workshops; so that they become confident to teach.

These principals added that they have regular assemblies with educators and learners. During assembly, issues like relating schools to external environments through the school curricula are elaborated on.

From these responses, it is clear that in facilitating curriculum change, different strategies must be intergrated and promoted in the school.

INTERVIEW ITEM 5**QUESTION : How do you involve parents in facilitating curriculum change ?**

PRINCIPALS RESPONSES	FREQUENCY	PERCENTAGE
PARENTS MEETINGS TO MONITOR CHILDRENS PROGRESS	5	30
WORKSHOPS SEMINARS ORGANISED TO EDUCATE PARENTS NEWS LETTER TO PARENTS	2	13,3
SIGNING PROGRESS REPORTS AND SUPERVISING HOMEWORKS	1	10
EXPERTS TO ADDRESS PARENTS ON CURRICULA RELATED ISSUES	4	26,7
PARTICIPATORY DECISION MAKING ORGANISED OPEN DAYS SPECIAL DAYS AND SPEECH DAYS	3	20

About 30% of the principals indicated that they encourage parents to visit schools whenever they choose to, in order to monitor children's progress. Parent's meetings are held on quarterly basis to inform parents about school progress. Current matters like changing curriculum and things that relate to parents as sponsors and clients in the school are discussed.

One principal indicated that since his school is an open system it is important that the school curricula relates to external environment.

A figure of 13,3% of principals said that parent's meetings in the school are called with an aim of educating them about issues relating to curriculum change. The School Governing Bodies solicit opinions and inputs from parents in matters relating to curriculum change. Workshops and seminars on school leadership are also arranged for parents so that they influence the positive direction schools should take when managing curriculum change. In this way principals feel that they empower and develop parents to play a significant role in education.

The same principals indicated that they communicate with parents through newsletters. Parents participation in school matters is not voluntary but compulsory.

About 10% of principals pointed out that they encourage parents to monitor their children's progress by signing and supervising homeworks, as well as progress reports. Learners are assigned projects and assignments which assist them to explore, demonstrate originality and creative skills. These projects are done and completed at home under parents supervision.

A noteworthy 26,7% of principals invite experts to the school to address parents on matters relating to curricula issues and their management. Since schools are open systems, external changes affect the school. Curriculum changes also become affected.

These experts also conduct workshops for parents and educators. From these programmes parents and educators are empowered with skills of formulating School Governing Body Constitution, and Code of conduct for educators and learners.

A sum of 20% of principals indicated that they enhance parents involvement, commitment to school matters through participatory decision making. These principals indicated that they organise 'open days', 'special days' and 'speech days' for parents so that they own the school. These open days are also organised for the parents to see and observe different resources lacking in the school.

One principal cited that having invited parents to the school to an awards day the other year, since then they did not have any problems with catering for the ceremony and providing trophies because all that was donated by a certain parent the following year.

According to this principal, through choosing the educator of the month and year with outstanding results and outstanding learner performance, changing curriculum issues was easily managed.

From the responses cited above, assumptions are that principals play a critical role in involving parents in managing curriculum change.

INTERVIEW ITEM 6

QUESTION : Could you please identify and discuss the component of your policy if any, which aims at leading educators to effective curriculum change ?

PRINCIPALS RESPONSES	FREQUENCY	PERCENTAGE
WRITTEN POLICY DOCUMENTS	4	26,7
NO WRITTEN POLICY DOCUMENTS	11	73,3

It should be noted that only 26,7% principals indicated that they have written policy documents which entails the components aiming at leading educators to effective curriculum change. Some principals indicated that the component was not specifically laid out but through other strategies which aimed at promoting the culture of teaching and learning in schools it becomes evident.

About 73,3% of principals indicated that they were not in possession of a written policy document in their schools, but they follow set guidelines and procedures which lead them in attainment of goals. One of the ways in which these principals lead educators to manage curriculum changes is by giving educators a chance to express their own ideas, opinions and beliefs on curriculum changes. This, they do in staff developmental meetings. Some principals pointed out that although hierachical structures are evident in their schools, one of the precepts of modern management is shared responsibility and participatory decision making.

One principal said that as a team they share common set of values, beliefs and norms. The structure determines roles performed by individuals in managing curriculum change. These principals believe that teamwork enfosters collegiality and collaboration among their teams. They added that unified teams have coptributed to individual growth and development both academically and professionally.

Principals in this category also indicated that together with their management teams they attended workshops where curricula issues were discussed. Upon return, staff development programmes are convened to impart knowledge and skills to one another.

Some principals pointed out that they invite experts to address educators on the latest issues relating to the developments in education.

It was also highlighted that from the main school team, subteams are also formed in performing specific functions. Subject committee team is one example which deals with keeping educators abreast of the latest approaches to school curriculum and its management. They do this by attending workshop and through networking with other schools.

About 26,7% of the principals indicated that their schools have a flexible policy, where everyone has a platform to share whatever information which will lead to the development of educators. These principals have remarked that interracial mix, through networking, has developed their educators in different expertise of managing curriculum change.

This category of principals indicated that having a policy in schools does not prescribe to educators what they should do, but it merely serves to describe areas to be covered and issues to be dealt with in detail. According to these principals, deciding what is to be taught in schools is the sole prerogative of the Education Department.

4.4 CONCLUSION ON DATA FROM PRINCIPALS

Regarding the role which principals play in managing curriculum changes and guiding educators, it is observed that principals perform the role of facilitating curriculum changes. However, it is not clear to what extent they effectively bring comprehensive curriculum changes.

Principals that were interviewed seem to invite and encourage active involvement of parents and learners. Conclusions are drawn by the researcher that these principals appear to make unlimited efforts to manage diverse curriculum changes in their institutions.

Data from educators is analysed and interpreted below.

4.5 ANALYSIS AND INTERPRETATION OF DATA FROM EDUCATORS.

ITEM 4.5.1

QUESTION : Our principal leads the school in setting new vision.

VALUE	FREQUENCY	PERCENT
STRONGLY DISAGREE (1)	1	1,6
DISAGREE (2)	5	7,8
UNCERTAIN (3)	8	12,5
AGREE (4)	38	59
STRONGLY AGREE (5)	12	18,8
TOTAL	64	100,0

Table 4.5.1 shows a reflection of a high response rate of 77,8% for agree and strongly agree opinions. Disagree and strongly disagree opinions has a figure of 9,4% and uncertain opinions a response percentage of 12,5.

The high response rate of 77,8% agree and strongly agree opinions gives an indication that principals lead schools in setting new vision. This was further confirmed by the principal's responses during the interviews.

However, it is noted that a figure of 12,5% educators are still not sure, which gives an indication that there are some disagreements, and consensus is not reached about this statement that principals lead schools in setting new vision.

Principals should have vision about their schools and the vision should be communicated and shared among every stakeholder in leading schools to become effective organisation.

ITEM 4.5.2

QUESTION : Our principal clarifies and promotes the core values that underpin the vision.

VALUE	FREQUENCY	PERCENT
STRONGLY DISAGREE (1)	0	0
DISAGREE (2)	7	11
UNCERTAIN (3)	12	19
AGREE (4)	36	56
STRONGLY AGREE (5)	9	14
TOTAL	64	100,0

Table 4.5.2 above gives an indication of high response rate of agree and strongly agree statements. The combination of agree and strongly agree statements equals to 70%. Disagree and strongly disagree opinions gives a figure of 11% and uncertain responses add up to 19%.

When studying these responses, conclusions are that principals clarify and promote the core values that underpin the vision. Again from their responses from the interviews, it was highlighted that principals encourage educators to do justice by instilling norms, values and beliefs to learners which promote the culture of teaching and learning in schools.

However 19% of uncertain responses gives an indication that consensus is not reached about this issue, other educators are still not sure whether principals clarify and promote the core values that underpin the vision.

Core values that underpin the vision should be clarified by principals in schools for school to function effectively.

ITEM 4.5.3

QUESTION : Our principal engages stakeholders to the school vision.

VALUE	FREQUENCY	PERCENT
STRONGLY DISAGREE (1)	0	0
DISAGREE (2)	9	14,1
UNCERTAIN (3)	1,1	17,2
AGREE (4)	31	48,4
STRONGLY AGREE (5)	13	20,3
TOTAL	64	100,0

Table 4.5.3 reflects 68,7% of agree and strongly agree statements. For disagree and strongly disagree responses the percentage is 14,1 and 17,2% for uncertain opinions.

From this item it appears that other educators perceive principals as engaging in the entire process of formulating a vision, developing it, communicating and enrolling others to it. The unsure percentage of 17,2 and 14,1% for disagree opinions has some significance. It points to the fact that there is not a complete consensus in this item. There is some disagreement and uncertainty among educators with regards to whether stakeholders are enrolled to the school vision.

ITEM 4.5.4

QUESTION : Our principal clarifies the mission statement of the school.

VALUE	FREQUENCY	PERCENT
STRONGLY DISAGREE (1)	1	1,7
DISAGREE (2)	5	7,8
UNCERTAIN (3)	8	12,5
AGREE (4)	34	53
STRONGLY AGREE (5)	16	25
TOTAL	64	100,0

Table 4.5.4 above shows high response rate of agree and strongly agree responses.

Combined responses of disagree and strongly disagree give an indication that a considerable number of educators do not agree with the statement that principals clarify the mission statement of the school.

This perception therefore highlights the challenge faced by principals that schools should all have clarified mission statements.

However 78% of agree and strongly agree statements gives an indication that most principals clarifies the mission statements of their schools. This statement is confirmed by principals responses during interviews who indicated that they lead schools that way.

ITEM 4.5.5

QUESTION : Our principal supports the design of goals which stems from the vision.

VALUE	FREQUENCY	PERCENT
STRONGLY DISAGREE (1)	1	1,6
DISAGREE (2)	4	6,3
UNCERTAIN (3)	12	18,8
AGREE (4)	34	53
STRONGLY AGREE (5)	13	20,3
TOTAL	64	100,0

The high percentage of 73,3 agree and strongly agree responses, when compared to 7,9% of disagree and strongly disagree, and 18,85 of uncertain responses affirms that principals support the design of goals which stems from the vision.

These figures indicate that principals support the design of goals and have vision about their schools. This is largely confirmed by interview responses from principals who responded by saying that they relate goals, aims and objectives to the school vision and mission statements. They also highlighted that they do this through and strategic planning.

It should be noted that 18,8% of the educators are not sure, strengths, weaknesses, opportunities and threats (SWOT) gives an indication that there is still a lot to be done by principals in ensuring that they support the design of goals which stems from the vision.

ITEM 4.5.6

QUESTION : Our principal encourages the use of innovative teaching methods.

VALUE	FREQUENCY	PERCENT
STRONGLY DISAGREEMET (1)	0	0
DISAGREE (2)	3	5
UNCERTAIN (3)	6	9
AGREE (4)	38	59
STRONGLY AGREE (5)	17	27
TOTAL	65	100,0

Table 4.5.6 indicates that most educators agree with the statement.

The combined percentages of educators who agree and strongly agree is 86%. Disagree and strongly disagree opinions constitute 5%.

Uncertain educators constitute 9%. Even though 5 % of educators disagree that principals encourage the use of innovative teaching methods, generally, assumptions are that principals are perceived as encouraging the use of innovative teaching methods.

Through conducting interviews with principals, principals pointed out that they encourage educators to attend workshops, seminars, inservice training as well as staff development meetings with an aim of empowering them to use innovative methods. Therefore, it appears from these responses, that principals in the areas studied facilitate the use of innovative teaching methods. These principals seem to communicate about specific changes in their schools.

Principals responses are in line with Fullan (1991: 153) who contends that two-way communication about specific innovations that are being attempted is a requirement for success.

ITEM 4.5.7

QUESTION : Our principal encourages consensual patterns of decision making.

VALUE	FREQUENCY	PERCENT
STRONGLY DISAGREE (1)	1	1,6
DISAGREE (2)	4	6,3
UNCERTAIN (3)	9	14,1
AGREE (4)	33	52
STRONGLY AGREE (5)	17	27
TOTAL	64	100,0

There is high response rate of agree opinions. The combination of agree and strongly agree opinions add up to 79%. Disagree and strongly disagree responses are 7,9%. Unsure responses has a figure of 14,1%.

Studying the above response percentages, there is a perception among educators that principals do not encourage consensual patterns of decision making.

However, a figure of seventy point nine percent (70,9%) generally gives an assumption that principals encourage consensual patterns of decision making.

For Van der Westhuizen (1991 : 190) the leader should offer opportunities for original and creative contributions by staff members.

ITEM 4.5.8

QUESTION : Our principal shares innovative knowledge with educators to facilitate the management of effective curriculum.

VALUE	FREQUENCY	PERCENT
STRONGLY DISAGREE (1)	1	1,6
DISAGREE (2)	4	6
UNCERTAIN (3)	8	13
AGREE (4)	36	56
STRONGLY AGREE (5)	15	23,4
TOTAL	64	100,0

Table 4.5.8 above gives an indication of high rate of educators' opinions who agree with the statement.

When combined, agree and strongly agree opinions gives a total of 79,4%. Disagree and strongly disagree statements equals to 7,6% and uncertain responses gives a figure of 13%. These figures are confirmed by two principals who indicated that they are district facilitators of Outcome Based Education and they run both internal and external workshops, seminars, inservice trainings and facilitate staff development programmes. According to these principals, these workshops are run with an aim of imparting and sharing different skills.

However, a figure of 13% for unsure responses gives an indication that consensus on this issue is not reached. A challenge is posed to principals to share innovative knowledge with educators in facilitating the effective curriculum change.

ITEM 5.4.9

QUESTION : Our principal supports educators to manage changes in teaching related areas.

VALUE	FREQUENCY	PERCENT
STRONGLY DISAGREE (1)	1	1,6
DISAGREE (2)	4	6,3
UNCERTAIN (3)	9	14,1
AGREE (4)	33	52
STRONGLY AGREE (5)	17	27
TOTAL	64	100,0

Combined responses of agree and strongly agree sum up to 79%, about 14,1% educators are not sure, and 7,9% responses disagree and strongly disagree that principals support changes in teaching related areas.

It can be inferred from these responses that principals support changes in teaching related areas, though a lot still needs to be done by principals in their collaboration effort. Inservice training, workshops, staff development programmes and seminars were mentioned earlier by principals as means of empowering educators.

However, principals had a concern that the Department of Education has not done enough in assisting them to adapt and master the interim syllabi, yet they are expected to apply some measures and new approaches which emanate from them.

ITEM 4.5.10

QUESTION : Our principal provides opportunities for educators development.

VALUE	FREQUENCY	PERCENT
STRONGLY DISAGREE (1)	0	0
DISAGREE (2)	4	6,3
UNCERTAIN (3)	4	6,3
AGREE (4)	31	48,4
STRONGLY AGREE (5)	25	39
TOTAL	64	100,0

Educators' responses reflected by the Table 4.5.10 above, it is evident that principals provide opportunities for educator's development.

Agree and strongly agree responses sum up to 87,4%. Disagree and strongly disagree give 6,3% and uncertain responses are 6,3%.

This assertion is further confirmed by the principals responses. Most principals indicated that they take their educators to workshops, seminars and inservice training. Principals also cited that they develop their staff in different aspects and in a variety of ways.

ITEM 4.5.11

QUESTION : Our principal shares information with educators on curriculum related changes.

VALUE	FREQUENCY	PERCENT
STRONGLY DISAGREE (1)	2	3,1
DISAGREE (2)	3	4,7
UNCERTAIN (3)	5	7,8
AGREE (4)	34	53,1
STRONGLY AGREE (5)	20	31,3
TOTAL	64	100,0

Table 4.5.11 shows that most of the educators signalled that they agree with the statement. Whereas 84,4% combined agree and strongly agree responses affirm that principals share information with educators on curriculum related matters, 7,8% responses formed by disagree and strongly disagree responses do not see principals that way.

Both unsure and disagree responses share a similar percentage of 7,8%. This raises assumptions that there are some respondents who do not agree with the statement.

Generally, principals are perceived as sharing information with educators on curriculum related matters. This is evident from the principals' responses where they indicated that they do this through staff development programmes, and workshops where they hold information sharing sessions.

ITEM 4.5.12

QUESTION : Our principal engages in helping educator to master outcome based teaching.

VALUE	FREQUENCY	PERCENT
STRONGLY DISAGREE (1)	1	1,6
DISAGREE (2)	6	9,4
UNCERTAIN (3)	15	23
AGREE (4)	28	44
STRONGLY AGREE (5)	14	22
TOTAL	64	100,0

Table 4.5.12 above indicates that a number of educators' responses agree with the statement.. When combining agree and strongly agree responses they add up to 66%. Responses with disagree and strongly disagree opinions add up to 11,0. Uncertain opinion has a figure of 23%.

According to the table, a majority of educators are of the opinion that principals engage in helping educators to master Outcomes Based Education.

However, disagree and unsure opinions should not be overlooked, they give an indication that there is a lot of disagreements and the consensus is not reached on this issue whether principals assist educators in mastering outcomes based teaching or not.

Some principals indicated that they still have problems and uncertainties about Outcomes Based Education. From this statement assumptions are that, they may not be able to assist educators to master outcomes based teaching when they themselves have not mastered Outcomes Based Education.

Since principals are the change agents and leaders they should be able to facilitate changing curriculum in schools.

ITEM 4.5.13

QUESTION : Our principal provides for mechanisms to incorporate educators views in curriculum change management.

VALUE	FREQUENCY	PERCENT
STRONGLY DISAGREE (1)	2	3,1
DISAGREE (2)	4	6,3
UNCERTAIN (3)	18	28,1
AGREE (4)	34	53,1
STRONGLY AGREE (5)	6	9,4
TOTAL	64	100,0

Table 4.5.13 above indicates that a number of educators responses agree with the statement.

When combining agree and strongly agree responses they add up to 62,5%. Those respondents with disagree and strongly disagree opinions adds up to 9,4%. Uncertain opinions add up to 28%.

Disagree and uncertain responses have some significance. They give an indication that there are disagreements and confusion about this issue.

Some principals gave an indication that they have difficulty in incorporating educators views in curriculum change management since they are not familiar with Outcomes Based Education methodology.

Educators views should be incorporated when managing curriculum change.

ITEM 4.5.14

QUESTION : Our principals are trained to deal with related challenges to curriculum change management.

VALUE	FREQUENCY	PERCENT
STRONGLY DISAGREE (1)	1	1,6
DISAGREE (2)	5	7,8
UNCERTAIN (3)	11	17,2
AGREE (4)	35	54,7
STRONGLY AGREE (5)	12	18,8
TOTAL	64	100,0

Table 4.5.14 above indicates that a number of educators responses agree with the statement. Combined responses of agree and strongly agree give a figure of 73,5 %. Disagree and strongly disagree opinions add up to 9,4% and uncertain responses equal to 17,2%.

According to the table a majority of educators have agree opinions that principals are trained to deal with related curriculum change challenges. Disagree and unsure opinions give an indication that there are educators who do not agree that principals are trained to handle challenges in curriculum changes. This then poses a challenge to principals to expose themselves to training on challenges they experience in curriculum management.

Some principals did indicate that in order for them to succeed in managing curriculum change, they will have to be trained, workshopped and acquire variety of skills.

4.6 CONCLUSION

Data from principals and educators was analysed and interpreted in this chapter. Biographical information as well was analysed and interpreted using tables.

Assumptions are that, generally principals are engaged in the process of managing curriculum change, although the extent of involvement is difficult to determine. However, it reflected from educators responses that a notable number of opinions were not sure about different ways in which principals manage curriculum change.

While a number of respondent educators pointed out that principals do facilitate the management of curriculum change, the uncertain and disagree responses suggest the need for principals to engage with all educators in the process of curriculum management, especially during the present time of innovations on curricula in the country.

Some of the data collected indicated opinions where educators perceived principals as having made little or no impact in guiding educators to effective management of curriculum change.

However, the analysis of principals' responses reveals some strategies which principals use to manage curriculum change. Workshops, staff development programmes and networking seem to have contributed a great deal in educator and learner development.

Finally, the hypothesis indicated in Chapter 1 that principals' management style do not facilitate the management of curriculum change in schools is thus rejected.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This research study has examined the role played by principals in managing curriculum changes in Pinetown District (KwaNdengezi and KwaSanti Circuits). The researcher has also determined the extent to which the principals, management styles are facilitative or inhibitive of curriculum change in schools.

5.2 Statement of the problem

The problem that has been addressed in this study revolved around observation that there is a lot of uncertainty and confusion among principals with regards to their roles in managing curriculum change in the areas targetted for this study in the province of KwaZulu Natal. While South Africa is undergoing an enormous change, it is not clear whether principals are managing changes in the curriculum.

The observed uncertainty is likely to lead to the abdication of responsibilities by principals, frustration and confusion from other stakeholders. Such misunderstanding hinders effective administration, control, teaching and learning.

In this study, the problem has been examined. Conclusions which emanated from the whole study are briefly discussed below.

5.3 Conclusions

5.3.1 All schools have a policy

It was discovered that all schools that formed the target population of the study do have a policy. The only difference found is that some schools have written policy documents, whilst other schools are guided by unwritten policy. This poses a challenge to principals as part of their role to draw up policies of their schools which will clearly present a guide on managing curriculum issues.

5.3.2 Principals support and facilitate curriculum changes in schools.

The perception given by the majority of respondents is that principals do support curriculum changes in schools. This is indicated by different strategies used by principals in encouraging and developing educators in curricula related matters.

Principals show their support by organising inservice training programmes, workshops, staff development meetings and by inviting experts to address their personnel on specific topics.

5.3.3 Principals guide educators to effective curriculum change.

The majority of principals in the studied areas embark on different strategies to guide educators in the implementation of curriculum changes. This is evident from principals' responses, where the majority of principals pointed out that they guide educators through staff development, by encouraging them to attend inservice training and by inviting experts to address educators on curriculum related issues.

5.3.4 Some principals do not act in collaboration with other stakeholders in managing curriculum change.

From the educators' responses, it was highlighted that some principals still prescribe and dictate what should be done and consensus is not reached by every stakeholder when making decisions. These principals do not believe in sharing a common set of values and participatory decision making when new changes are to be implemented.

5.3.5 Stakeholders are involved by principals in their management.

The majority of responses indicated that principals involve all stakeholders in their management. According to them involvement starts when principals share and communicate the vision with all the stakeholders.

According to principals' responses, even learners are involved in managing curriculum change. Involvement is done through Learner Representative Council (LRC) in high schools and class monitors and head prefects in primary schools.

Student leaders are sent to workshops and seminars which are racially and culturally mixed. From the principals' responses it was highlighted that principals invite experts to address stakeholders on different curriculum related issues.

5.3.6 The parents are involved in school management

Principals believe that parents are a significant component in school management. Parents are encouraged to visit schools. Parents with different expertise are selected for the respective committees. It was also observed from the principals' responses that there is a higher parent participation in school management among Indian parents than among Black parents.

5.3.7 Mechanism to incorporate parents' views in school management are provided by principals.

The majority of principals incorporate parents' views in school management. This is done through special days organised by the schools. From these special days, parents are given platform to express their views on changing curriculum.

5.3.8 Principals seem informed about curricula changes.

The majority of principals seem informed about curricula changes. However, principals had a concern about Outcomes Based Education, they indicated that they still need more inservice courses and workshops on this subject so that they manage curriculum changes effectively.

Recommendations which emanate from the whole study are presented below.

5.4 Recommendations

5.4.1 Recommendations directed to principals

5.4.1.1 Principals must keep abreast of new changes.

Principals must keep abreast of new changes and developments in education. Keeping abreast of the latest educational trends will assist principals to manage changes in the organizations effectively. For the effective management of changes by principals, the following strategies are suggested.

(i) Principals should upgrade themselves

Being effective change agents, requires that principals be knowledgeable about different approaches to change. It is recommended that principals upgrade their skills approach, management style, leadership and administration, for them to be in a position to understand their roles as leaders and be able to influence educational change in schools. Principals need to be empowered with different skills of curriculum management. Without an in depth knowledge of the curriculum taught in their schools, principals are not likely to find the way to successful educational transformation in their schools.

(ii) Principals should work in collaboration with other stakeholders

Since schools are open systems, they are therefore not immune to factors affecting the communities and external environment where they function. It is the principals' responsibility to act in collaboration with all the stakeholders involved i.e. parents, learners, educators and the community at large.

When curriculum changes are implemented, contributions and inputs from these stakeholders should be solicited, for they give a guideline of their expectations and need which should be included in the school curriculum.

Through embarking on the above strategies, principals are likely to become scholars of organizational change. Strategic planning should be drawn and followed by all stakeholders. Evaluation and review should result in effective implementation of curriculum changes year by year. All changes and the latest developments shall be taken into cognisance and included in the curriculum.

5.4.1.2 Opportunities for staff development should be created.

In the absence of inservice courses arranged by the Education Department, principals should take the initiative and develop their personnel through staff development programmes. Such programmes are also useful for motivational purposes and for acquisition of leadership skills by the staff.

5.4.1.3 Principals should establish unified teams in their schools.

Team work is much more than meetings of groups. It has to involve agreed aims, active commitment and cooperation, adopt a problem solving approach and devote time to team building.

School teams need to be nurtured and developed if they are to be an effective vehicle for organizing work. Team work remains a vital component of school management. Decisions made by teams with appropriate membership and skills are more likely to result in the right decisions and should lead to ownership by every stakeholder who has to implement them.

5.4.1.4 Committees to design training programmes should be established in schools

Committees like Staff Development Teams (SDT) should be established in schools. These teams assist in re-establishing the culture of teaching, learning and service management in school. They also enhance the effective management of curriculum change by both management and staff development teams.

Staff development teams are likely to facilitate the Developmental Appraisal System (DAS) in schools. Staff development teams also facilitate the co-ordination of various curriculum activities in schools.

5.4.2 Recommendations directed at the Education Department.

5.4.2.1 Research unit by Education Department.

The researcher recommends that a research unit be established which will conduct research on problems encountered by curriculum planners in schools, regions and districts. Solutions will have to be given to such problems.

Through the research unit, principals will be more able to disclose and deal with problems related to curriculum as part of their role in schools. Such research can inform planners of curricula programmes. On the basis of the research findings recommendation could be sent to tertiary institutions, where educators are trained to be included in their curricula packages. Such topics will adequately prepare educators to be appointed as principals.

5.4.2.2 Re-training programmes should be scheduled.

The Department of Education should see training of principals as well as educators in dealing and facing challenges for managing curriculum change as a priority. Principals should be adequately trained to deal with a multitude of curriculum changes in their organizations.

5.4.3 Recommendations directed to educators.

5.4.3.1 Individual educators must engage in self development of their subjects.

It is recommended that educators improve their own professional development by upgrading their knowledge and skills in changing curriculum. It is also recommended that educators concern themselves with their own development as leaders to sustain their capacity to change education.

5.4.5 Recommendations directed to parents.

5.4.5.1 Parents must clearly identify areas in the school curriculum that need to be changed.

The ability of parents to make and sustain significant improvements will depend on their knowledge and understanding of the practice of change.

Therefore, parents must decide which areas in the curriculum they want to recommend for alterations and additions, and gain expertise on how they can support and implement changes in those areas.

5.4.5.2 Capacity building recommended for parents as change agents.

Since parents are the clients and sponsors of the school, the school curricula should be in line with their needs and expectations. Parents' inputs and expectations should give the school management teams a guide on which aspects to be added in the school curriculum.

It is recommended that parents organise themselves into parents' association so as to speak with one voice to the Government. Their capacity should be built, as contributors to school transformation. Centres where they can be trained can therefore be set up, so as to facilitate transformation in education, especially with regards to curriculum.

5.4.6 Recommendations directed to all stakeholders

Schools, Department of Education in South Africa, as well as parents communities must engage themselves in professional development and capacity building of every individual responsible for education. The fast pace of change in the country and the complexity of such change, warrant continuous learning by all. Principals play a pivotal role of facilitating such changes.

The School Governing Bodies must also take the lead and initiative in facilitating changes in schools. They must attend empowerment programmes where they can be trained on issues of *managing curriculum change*.

5.5 Conclusion of the study

A significant challenge in education today is a move away from the notion of principals as traditional bureaucratic leaders to democratic leaders who are capable to work with other stakeholders to enable schools to be centres of learning and growth.

The researcher hopes that this study will offer suggestions to principals, educators, learners, parents and the education department on the ways to effectively change curriculum in schools especially during curriculum transformation.

It is also hoped that the study will enable stakeholders to meet the ever emerging challenges in schools.

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APPENDICES

APPENDIX 1

A COPY OF THE LETTER TO THE PINETOWN DISTRICT MANAGER

21 Damyanti Road

Nagina

PINETOWN

3600

21 July 2000

The District Manager
Pinetown District
Howard College

Dear Sir

REQUEST FOR A PERMISSION TO CONDUCT A RESEARCH IN KWASANTI AND
KWANDENGEZI CIRCUIT SCHOOLS.

I am presently undertaking a M.Ed. dissertation on the topic. 'THE ROLE OF PRINCIPALS IN
MANAGING CURRICULUM CHANGE.

I therefore request your permission to conduct research on the above mentioned circuits.

Hoping that my request will meet your favourable consideration.

Yours faithfully



F.T. DIMBA - KHWELA

APPENDIX 2

**A COPY OF THE LETTER TO KWANDENGEZI CIRCUIT SUPERINTENDENT OF
EDUCATION MANAGEMENT**

21 Damyanti Road

Nagina

PINETOWN

3600

09 July 2000

The Superintendent of Education Management
KwaNdengezi Circuit
Pinetown District

Dear Sir

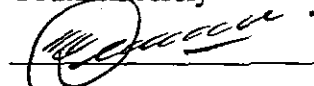
**TEACHERS AS RESPONDENTS TO QUESTIONNAIRES CONCERNING RESEARCH ON
"THE ROLE OF PRINCIPALS IN MANAGING CURRICULUM CHANGE."**

I am presently busy with a M.Ed. dissertation on the above mentioned topic. As respondents teachers from the following schools in the KwaNdengezi Circuit are needed to fill questionnaires.

**BOTATE PRIMARY
DICK NDLOVU SECONDARY
KWACUTSHWAYO PRIMARY
NDENGEZI PRIMARY
NTEE SECONDARY
UMTHALA PRIMARY**

Your permission to approach the teachers of the above-named schools to complete the questionnaires will be greatly appreciated. You are assured that teachers will be requested to complete the questionnaire at home.

Yours sincerely



F.T. DIMBA-KHWELA

APPENDIX 3**A COPY OF THE LETTER TO KWASANTI CIRCUIT SUPERINTENDENT OF
EDUCATION MANAGEMENT**

21 Damyanti Road

Nagina

PINETOWN

3600

09 July 2000

The Superintendent of Education Management

KwaSanti Circuit

Pinetown District

Dear Sir

TEACHERS AS RESPONDENTS TO QUESTIONNAIRES CONCERNING RESEARCH ON
"THE ROLE OF PRINCIPALS IN MANAGING CURRICULUM CHANGE".

I am presently busy with a M.Ed. dissertation on the above mentioned topic. As respondents teachers from the following schools in the KwaSanti Circuit are needed to fill questionnaires.

INSIZWAKAZI PRIMARY
KLAARWATER JUNIOR PRIMARY
MARIANPARK SECONDARY
MOTALA FARM
KWASANTI SECONDARY
PHAKATHI PRIMARY

Your permission to approach the teachers of the above-named schools to complete the questionnaires will be greatly appreciated. You are assured that teachers will be requested to complete the questionnaire at home.

Yours sincerely

**F.T. DEMBA-KHWELA**

APPENDIX 4**A COPY OF THE LETTER TO THE PRINCIPALS (KWANDENGEZI AND KWASANTI CIRCUITS)**

21 Damyanti Road
Nagina
PINETOWN
3600

The Principal
Umthala L.P. School
Kwa-Ndengezi Circuit
Pinetown District

Dear Sir / Madam

I am conducting a research study entitled "THE ROLE OF PRINCIPALS IN MANAGING CURRICULUM CHANGE ". Your school has been selected to participate in the research programme. I have requested and received permission from the Pinetown District to enlist the help of your teachers to complete questionnaires.

I hereby seek your permission and assistance to administer the enclosed questionnaires to the teachers on your staff. I am fully aware of the responsibilities and challenges ahead of you. However, I hope that this study will make a meaningful contribution towards education system.

The date on which the questionnaires will be delivered to your school will be arranged with you in due course.

In anticipation, thank you for your kind assistance.

Yours sincerely



F.T. DIMBA - KHWELA

APPENDIX 5

Interview Schedule for Kwandengezi and Kwasanti Circuit School Principals

Kindly assist me by responding to the biographical information and questions below as openly as possible. Please note that you may not write your name.

A. BIOGRAPHICAL INFORMATION

1.1 Sex

Male	
Female	

1.2 Age Group

21-25	
26-30	
31-35	
36-40	
41-45	
46-50	
Over 50	

1.3 Nature of post

Permanent	
Temporary	
Acting	

1.4 Teaching experience in Education Department

0-5	
6-10	
11-15	
16-20	
Over 20	

1.5 Highest Academic qualifications.

Other	
B.A	
M.Ed.	

B. INTERVIEWS : PRINCIPAL

Kindly answer the following questions as openly as you can :

PRINCIPAL'S ROLE

1.1 What guidance, if any, do you extend to teachers as they work at curriculum issues ?

.....
.....

1.2 What are the most recognised facilitative factors which impact on your role in curriculum change management ?

.....
.....

1.3 What are the factors which inhibit the management of curriculum change ?

.....
.....

1.4 What role do you see yourself playing in learner involvement when managing curriculum change ?

.....
.....

1.5 How do you involve parents in facilitating curriculum change ?

.....
.....

1.6 Could you please identify and discuss a component of your policy if any, which aims at leading teachers to effective curriculum change.

.....
.....

APPENDIX 6**QUESTIONNAIRE USED**

Dear Colleague

I am conducting research for a Masters' degree. The title of the research project is **THE ROLE OF PRINCIPALS IN MANAGING CURRICULUM CHANGE**.

Kindly assist me by responding to the questionnaire below.

Please note that you may write your name.

However, you are asked to respond as openly as possible to the questions.

INSTRUCTIONS TO RESPONDENTS

Please :- Read carefully through each statement before giving your opinion.

Make sure that you do not omit a question or skip a page

Return the questionnaire to the principal.

Thank you for your co-operation

Yours sincerely

.....

F.T. Dimba-Khwela (Ms)

As part of facilitating curriculum change in our schools currently, our principal

1.1 Leads the school in setting new vision.

1	2	3	4	5
Strongly disagree	Disagree	Uncertain	Agree	Strongly agree

1.2 Clarifies and promotes the core values that underpin the vision.

1	2	3	4	5
Strongly disagree	Disagree	Uncertain	Agree	Strong agree

1.3 Enrols stakeholders to the school vision.

1	2	3	4	5
Strongly disagree	Disagree	Uncertain	Agree	Strongly agree

1.4 Clarifies the mission statement of the school.

1	2	3	4	5
Strongly disagree	Disagree	Uncertain	Agree	Strongly agree

1.5 Supports the design of goals which stem from the vision.

1	2	3	4	5
Strongly disagree	Disagree	Uncertain	Agree	Strongly agree

1.6 Encourages the use of innovative teaching methods.

1	2	3	4	5
Strongly disagree	Disagree	Uncertain	Agree	Strongly agree

1.7 Encourages consensual patterns of decision making.

1	2	3	4	5
Strongly disagree	Disagree	Uncertain	Agree	Strongly agree

1.8 Shares innovative knowledge with educators to facilitate the management of effective curriculum.

1	2	3	4	5
Strongly disagree	Disagree	Uncertain	Agree	Strongly agree

1.9 Supports educators to manage changes in teaching-related areas.

1	2	3	4	5
Strongly disagree	Disagree	Uncertain	Agree	Strongly agree

1.10 Provides opportunities for educators development.

1	2	3	4	5
Strongly disagree	Disagree	Uncertain	Agree	Strongly agree

1.11 Shares information with educators on curriculum related changes.

1	2	3	4	5
Strongly disagree	Disagree	Uncertain	Agree	Strongly agree

1.12 Engages in helping educator to master outcomes based teaching.

1	2	3	4	5
Strongly disagree	Disagree	Uncertain	Agree	Strongly agree

1.13 Provides for mechanism to incorporate educators' views in curriculum change management.

1	2	3	4	5
Strongly disagree	Disagree	Uncertain	Agree	Strongly agree

1.14 Are trained to deal with related curriculum change management challenges.

1	2	3	4	5
Strongly disagree	Disagree	Uncertain	Agree	Strongly agree

APPENDIX 8

**PINETOWN DISTRICT
KWASANTI CIRCUIT**

VENUE: PINETOWN

DATE:

ATTENDANCE REGISTER

NO.	SCHOOL	NAME	POSITIONS	SIGNATURE
1.	Escombe Primary			
2.	Jubilee Primary			
3.	Isizwda Secondary			
4.	Insizwakazi Primary			
5.	Kloof Junior Primary			
6.	Kloof Senior Primary			
7.	Kloof High			
8.	Klaarwater Junior Primary			
9.	Mariannahill Primary			
10.	Mariannahill Junior Primary			
11.	Mariannpark Primary			
12.	Mariannpark Secondary			
13.	Mariannahill Private			
14.	Margot Fonteyn Secondary			
15.	Nonopha Primary			
16.	Motala Farm			
17.	Northdene Primary			
18.	Mariannridge High			
19.	Mariannridge Primary			
20.	KwaSanti Secondary			

APPENDIX 9

