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NEWSPAPERS

Mail & Guardian, July 23 to 29, 2010

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Mail & Guardian, September 3 to 9, 2010

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ANNEXURE A

A Letter of Introduction and Informed Consent for participation in an academic research project

Department of Public Management and Administration

The title of the study

A CONCEPTUAL TRAINING AND DEVELOPMENT FRAMEWORK FOR PUBLIC EDUCATORS IN THE LIMPOPO DEPARTMENT OF EDUCATION

Research conducted by: Mr A.F. Netshikhophani Student No: 23277612
Cell No: 082 200 5792

Dear Respondent,

You are humbly invited to participate in an academic research study conducted by Netshikhophani Azwindini Frederick, a doctoral student from the Department of Public Management and Administration at the University of Pretoria.

The purpose of study is to investigate the training and development challenges that are encountered during the implementation of the new curriculum, the NCS, 2002, in public schools in the Limpopo Department of Education. This study exercise would propose a training and developmental model that could be of assistance in the effective implementation of the new curriculum in schools in the Vhembe district, in particular, and in the Department of Education, in general.

Please note the following:

- This study involves an in-depth interview and you can be quoted in the study in person based on the responses you have provided during the interview.
- Your participation in this study is very important to us. You may, however, choose not to participate and you may also stop participating at any time, without any negative consequences. You are also assured that this exercise is not and will never be associated with your work evaluation.
- Please answer the questions as completely and honestly as possible. This academic exercise will not take more than 45 minutes of your time.
- The results of the study will be used for academic purposes only, and may be published in an academic journal. We will provide you with a summary of our findings on request.
- Please contact my study leader, Professor H.G. van Dijk, at 012 420 4140 and/or through the following e-mail: gerda.vandijk@up.ac.za, if you have any question or comments regarding the study.



Please sign the form to indicate that:

- You have read and understand the information provided above.
- You give your consent to participate in the study on a voluntary basis.

.....
Respondent's signature

.....
Date

ANNEXURE B

INTERVIEW SCHEDULE FOR EDUCATORS

1. What do you think are the major challenges facing the education system in South Africa since the introduction of the new curriculum, the National Curriculum Statement (NCS), 2002?

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2. In your view, do you think there was a need to change the education curriculum after the 1994 general election when the new government was put into power? Why?

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3. What are the implications, if any, of the new curriculum, the NCS, 2002 in public schools?

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4. Are these training and development contents driven by or do they respond to educators' needs?

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5. Are all the training and development sessions that are conducted regularly evaluated?

If yes, how and when are these training evaluations conducted?

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6. Are there problems with regard to the attendance of NCS, 2002, training and development workshops, by educators in the Vhembe District? If the answer is Yes, what are the common problems encountered?

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7. How are training and development activities regarding the new curriculum, the NCS, 2002 co-ordinated in your district?

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8. Do you think the training and development you received, if any, is adequate and why?

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9. Are you one of those educators receiving fulltime provincial content training? If yes, how were you selected?

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10. Taking into consideration the amount of work covered; do you think the time given (one semester) for this training is enough? If not, what is your suggestion regarding the effective time needed?

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11. Do you think that more time for training and development for the content and the philosophy of the new curriculum are still needed? Why?

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12. How competent are your trainers (curriculum advisors) in the training of the new curriculum, the NCS, 2002, and do you think they have an adequate knowledge base for the new curriculum and their subject or learning area content?

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13. Do you think you are getting enough in-school support by your curriculum advisors? IF not, what do you think should be done to address this challenge?

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14. How supportive is the principal and his or her School Management Team (SMT) to the training and development of educators in the effective implementation of the new curriculum, the NCS, 2002?

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15. Why do you think some educators resist change in the education system, especially curriculum change?

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16. In your view, what value are the training and development workshops adding to public schools educators for the effective implementation of the new curriculum in the district?

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17. Is there enough provision of resources to assist you in your daily teaching and learning activities in your school? If not, what kinds of resources do you think should be provided for the effective implementation of the new curriculum, the NCS 2002?

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18. Taking into consideration the important role of communication, how effective is the communication system (i.e. co-ordination) between the district and the schools?

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19. Do you receive departmental or district circulars in time? If not, what are your suggestions?

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20. Does your supervisor allow you to attend all the scheduled generic and subject-specific workshops? If not, why not?

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ANNEXURE C

INTERVIEW SCHEDULE FOR CURRICULUM ADVISOR

1. Did you receive training on the new curriculum, the NCS 2002? If not, why not?

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2. In your view, do you think the training that you received on the new curriculum was adequate? Explain briefly.

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3. In the training and development workshops programmes that you received, did you also receive guidelines on the correct and effective interpretation of policies? Explain briefly.

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4. Do you think the NCS training that you received as a subject advisor is adequate? Give a brief explanation.

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5. What are the training development contents of the curriculum advisors regarding the implementation of the new curriculum, the NCS?

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6. As a curriculum advisor who provides training and development to educators in your district, do you think enough resources are provided to make training workshops effective?

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7. What is your view on the attendance of the NCS workshops by educators?

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8. Do you think the time allocated for the workshops that are provided to educators is adequate for the workshops to be effective in achieving their objectives?

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9. Did you receive training and development in NCS? If your answer is yes, do you think the training that you receive is adequate and why?

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10. How are curriculum activities co-ordinated between subject advisors (i.e. subject or field co-ordinators) at the district and curriculum advisors at circuit level?

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11. Are you satisfied with the current reporting line on your curriculum matters? If not, why not?

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12. In your view, what could be the best way of co-ordinating curriculum matters in your district for the effective implementation of NCS in the public schools?

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13. Do you always draw your monthly activity plan for in-school educator support in your district? If the answer is yes, do you find this arrangement workable?

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14. In conducting in-school support for educators, how is the reception in schools by both the school management and the educators?

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15. Were you provided with your job description when you were appointed as a subject specialist? If not, where did you get your job description?

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16. What other tasks, except curriculum support, are you expected to perform by your supervisors?

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17. Do you think there is a need for subject specific workshops on new content for educators? If yes, how could these workshops be effectively conducted?

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.....

18. Is there any need for curriculum advisors to undergo training on a new Subject - specific content?

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.....

19. In your view, who do you think should be involved in the preparation of and the training of the new content?

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20. Looking at your workload, do you think there are areas that need further training for you to perform your tasks effectively? If yes, in which area or areas do you need further training?

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ANNEXURE D

2010-08-16 17:53

LODE_HOD

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Sibasa Circuit P 2/4



LIMPOPO

PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF EDUCATION OFFICE OF THE HEAD OF DEPARTMENT

Enquiries : Nematili Eastern(Manager: Office of the HOD)
Tel Ext. : (015) 290 7702
Date : 21 July 2010

Mr.A.F.Netshikhopani
University of Pretoria
Faculty of Economic and Management Sciences

Email:netshfred@webmail.co.za
Cc:gerda.vandijk@up.ac.za
Cell no: 082 200 5792

Dear Sir

RE: ACCESS TO THE DEPARTMENT OF EDUCATION, LIMPOPO PROVINCE FOR THE PURPOSE OF A PhD THESIS (Netshikhopani: Student Number: 23277612)

1. Thank you for your letter dated the 19 July 2010. We are indeed humbled by the interest displayed by yourself on matters affecting our education system.
2. Your request to access our Department for the purpose of conducting research for your PhD thesis is hereby approved. It is however important to indicate that prior arrangements should be done so that our work flow in the Department is not compromised.

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3. Once more, we wish you all of the best in your studies and we assure you of our cooperation in this regard.

Yours Sincerely

A handwritten signature in black ink, appearing to read 'Boshielo', written over a dotted line.

Benny Boshielo
Head of Department-Education
Limpopo Province

21 July 2010

Cc: All Senior General Managers
General Manager: Maphwanya M.T.
All District Senior Managers