

**How curriculum advisors and school management teams
communicate curriculum changes in schools**

by

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DECLARATION

I **Daniel Rasebotsa**, student number **10663739** hereby declare that this dissertation, *“How curriculum advisors and school management teams communicate curriculum changes in schools”* is submitted in accordance with the requirements for the Masters in Educational Leadership degree at University of Pretoria, is my own original work and has not previously been submitted to any other institution of higher learning. All sources cited or quoted in this research paper are indicated and acknowledged with a comprehensive list of references.

D.Rasebotsa

Researcher's signature

March 2017

DEDICATION

I dedicate this research to my late father, William Phatelane Rasebotsa, my mom and my family for their encouragement and support.

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To have achieved this milestone in my life, I would like to express my sincere gratitude to the following:

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ABSTRACT

In South African schools and in other schooling systems, curriculum implementation and management poses a challenge. The purpose of this qualitative case study located within an interpretive paradigm was to explore how curriculum advisors and School Management Teams (SMTs) communicate curriculum changes to schools in the Gauteng North District in Gauteng Province. Purposive sampling was employed to select twelve participants: four curriculum advisors and eight SMT members from two primary schools. Data were collected by means of semi-structured interviews. The findings of this study show that while communication occurs between curriculum advisors and SMTs, there are certain challenges. These include lack of clarity on what needs to be changed, poor planning and time management, lack of coordination in communicating the changes and communication barriers related to the use of written messages. It was evident that implementation of curriculum changes requires supportive and open communication between the curriculum advisors, SMTs and other educators. Strategies for enhancing communication comprise planning for change, effective communication and the provision of feedback to confirm that messages are interpreted as intended. It was therefore recommended that adequate time be given to communicate the changes, communication be planned and coordinated to reduce conflict of activities and clear communication channels, trusting relationships and open lines of communication that include the use of technology be established.

Key Words

Role, Communication, Curriculum, Change, Implementation Feedback, Curriculum advisors, School Management Teams.

LIST OF ABBREVIATIONS

CA	Curriculum Advisor
CAPS	Curriculum and Assessment Policy Statement
CDIP	Curriculum Delivery Intervention Programme
DO	District Official
DoE	Department of Education
EEA	Employment of Educators Act
GDE	Gauteng Department of Education
GPLMS	Gauteng Primary Literacy and Mathematics Strategy
HOD	Head of Department (School)
IQMS	Intergrated Quality Management System
MEC	Member of the Executive Council
NCS	National Curriculum Statement
OBE	Outcome Based Education
PAM	Personnel Administrative Measures
PLC	Peer Learning Committees
RNCS	Revised National Curriculum Statement
SAT	School Assessment Team
SMT	School Management Team
SASA	South African Schools Act, Act 84 of 1996

LIST OF FIGURES AND TABLES

FIGURE 1. Interactive Leadership Communication Space Model.....	8
TABLE 4.1 Biographical Information: Curriculum advisors.....	41
TABLE 4.2 Biographical Information: School Management Teams.....	42
TABLE 4.3 Research questions and themes.....	43

Table of Contents

Declaration	ii
Dedication	iii
Acknowledgements	iv
Abstract	v
List of abbreviations	vi
List of figures and tables	vii
Table of contents.....	vii

CHAPTER 1

ORIENTATION OF THE STUDY

1.1	INTRODUCTION AND BACKGROUND	1
1.2	PROBLEM STATEMENT.....	4
1.3	RATIONALE OF THE STUDY	5
1.4	PURPOSE AND SIGNIFICANCE OF THE STUDY	6
1.5	RESEARCH QUESTIONS	7
1.6	THEORETICAL FRAMEWORK.....	7
1.7	LIMITATIONS AND DELIMITATIONS OF THE STUDY.....	10
1.8	CONCEPT CLARIFICATION	10
1.8.1	Role.....	11
1.8.2	Communication	11
1.8.3	Implementation.....	11
1.8.4	Change	12

1.8.5	Instructional leadership	12
1.8.6	School Management Teams	12
1.8.7	Curriculum	13
1.8.8	Curriculum advisors.....	13
1.9	LAYOUT OF THE STUDY.....	13
1.10	SUMMARY OF THE CHAPTER.....	15

CHAPTER 2 LITERATURE REVIEW

2.1	INTRODUCTION	16
2.2	PRINCIPALS AS INSTRUCTIONAL LEADERS.....	17
2.3	PRINCIPAL'S ROLE IN COMMUNICATING CHANGES IN THE CURRICULUM	17
2.4	THE ROLE OF THE CURRICULUM ADVISORS IN CURRICULUM IMPLEMENTATION	18
2.5	LEADERSHIP AND PROFESSIONAL DEVELOPMENT	20
2.6	THE ROLE OF THE HEAD OF DEPARTMENT IN CURRICULUM IMPLEMENTATION	21
2.7	THE ROLE OF EDUCATORS IN IMPLEMENTATION OF CURRICULUM CHANGES	22
2.8	EFFECTIVE COMMUNICATION PROCESS	23
2.9	COMMUNICATION CHANNELS	23
2.10	FEEDBACK IN COMMUNICATION.....	25
2.11	COMMUNICATION BARRIERS.....	26
2.12	PLANNING THE COMMUNICATION OF CURRICULUM CHANGES	27
2.13	SUPPORTING AND MONITORING CURRICULUM IMPLEMENTATION...	29
2.14	SUMMARY OF THE CHAPTER.....	30

CHAPTER 3

RESEARCH APPROACH, DESIGN AND METHODOLOGY

3.1	INTRODUCTION	31
3.2	RESEARCH APPROACH	31
3.3	RESEARCH DESIGN.....	32
3.4	DATA COLLECTION	34
3.4.1	Research population and sample	34
3.4.2	Data collection method	35
3.5	DATA ANALYSIS	36
3.6	TRUSTWORTHINESS AND CREDIBILITY OF THE STUDY	37
3.7	ETHICAL CONSIDERATIONS.....	37
3.8	SUMMARY OF THE CHAPTER.....	39

CHAPTER 4

RESEARCH FINDINGS

4.1	INTRODUCTION	40
4.2	BIOGRAPHICAL INFORMATION ABOUT THE RESEARCH PARTICIPANTS	41
4.3	RESEARCH QUESTIONS AND THEMES.....	43
4.4	RESEARCH THEMES	44
4.4.1	Theme 1: The roles of curriculum advisors and SMTs in the implementation of curriculum changes.....	44
4.4.1.1	Managing human resource	44
4.4.1.2	Managing the curriculum	46
4.4.1.3	Managing communication	49
4.4.2	Theme 2: Communication strategies used by curriculum advisors and SMTs to communicate curriculum in the schools.....	51
4.4.2.1	Oral communication	51
4.4.2.2	Written communication.....	53

4.4.3	Theme 3: The challenges experienced in communicating curriculum changes from districts to schools	55
4.4.3.1	Lack of clarity about what needs to be changed	55
4.4.3.2	Time management	56
4.4.3.3	Lack of or poor planning.....	58
4.4.3.4	Lack of coordination in communicating curriculum changes.....	59
4.4.3.5	Communication barriers	60
4.4.4	Theme 4: Enhancing the communication between the curriculum advisors and the SMTs on implementing the changes in the curriculum.....	61
4.4.4.1	Planning the communication of curriculum changes	62
4.4.4.2	Effective communication	64
4.4.4.3	Providing feedback	65
4.5	SUMMARY OF THE CHAPTER.....	67

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1	INTRODUCTION	68
5.2	SUMMARY OF RESEARCH FINDINGS	68
5.2.1	Theme 1: The roles of curriculum advisors and SMTs in the implementation of curriculum changes.....	69
5.2.2	Theme 2: Communication strategies used by curriculum advisors And SMTs to communicate curriculum in the schools	71
5.2.3	Theme 3: Challenges experienced in communicating curriculum changes from districts to schools	73
5.2.4	Theme 4: Enhancing the communication between the curriculum advisors and the SMTs on implementing the changes in the curriculum.....	74
5.3	Recommendations	76

5.3.1	Recommendation 1: The roles of curriculum advisors and SMTs in the implementation of curriculum changes	76
5.3.2	Recommendation 2: Communication strategies used by curriculum advisors and SMTs to communicate curriculum in the schools	76
5.3.3	Recommendation 3: The challenges experienced in communicating curriculum changes from districts to schools.....	77
5.3.4	Recommendation 4: Enhancing the communication between the curriculum advisors and the SMTs on implementing the changes in the curriculum.....	78
5.4	FUTURE RESEARCH	79
5.5	CONCLUSION	79
	LIST OF REFERENCES	80

ANNEXURES

Annexure A	Permission letters	87
Annexure B	Interview protocol	94
Annexure C	Sample of interview transcripts.....	98
Annexure D	Sample of data analysis table.....	104
Annexure E	Proof of language editing.....	107

CHAPTER 1

ORIENTATION OF THE STUDY

1.1 INTRODUCTION AND BACKGROUND

The South African education system is in the process of continuous reform. The planning, implementation and management of changes in the curriculum are among the major issues at the forefront for policy makers. Several changes in the South African curriculum have been introduced such as Outcome Based Education (OBE), Revised National Curriculum Statement (RNCS) and most recently the Curriculum and Assessment Policy Statement (CAPS). All these changes had to be communicated to practitioners for implementation to take place. The importance of communication during the process of change has been empirically demonstrated and commonly agreed upon by researchers (Husain, 2013; Rho, 2009 & Kibe, 2014). “Change is not a choice” according to Dimba (2001). Any organization that desires to improve or keep up with its competitors has to change and this change should be communicated to all stakeholders.

The importance of effective communication cannot be overemphasized for one specific reason. Everything that organizations do involves communication. Effective communication is the cement in the management process, which holds it together and it is a prerequisite for management functions (Prinsloo in Van Deventer & Kruger, 2011). Managing curriculum change is a major challenge for managers because they are responsible for providing information that will result in efficient and effective curriculum implementation (Guo & Sanchez, 2005). Effective communication increases the quality of any relationship and facilitates the implementation of curriculum change.

Communication is necessary for enabling organizations to carry out their functions (Mngoma, 2007). In a school environment, several issues should be communicated to the different stakeholders. Such issues include the curriculum and other school activities. The communication process becomes a chain that facilitates understanding of

what needs to be done in the organization and communication channels should transmit messages from top to bottom, bottom to top and side to side.

Communication as a concept is defined by Clappitt (2013) as the transmission and/or reception of signals through some channels that human beings interpret based on a probabilistic system that is deeply influenced by context. Communication involves understanding between the sender of the message and the receiver of the message (Guo & Sanchez, 2005). In terms of the context of this study, the district officials send information or a message (encoded by using codes) to the receiver (school principals and educators) in words or other symbols; unless understood by the principal and educators (receiver, decoded), the message has not been communicated. The use of feedback in communication is to ascertain that clear messages are received through two-way communication (Mngoma, 2007) and indicate the effectiveness of a previous communication. In communication, feedback shows how the communicated message has been interpreted by the receiver. The ultimate aim of communication is to elicit a certain behavioural response from the recipient (Prinsloo in Van Deventer & Kruger 2009).

Nkwana (2010) is of the opinion that new programmes can be transformed into action through continuous communication between and among the involved parties. All the stakeholders must be well oriented regarding their role in implementing the curriculum. Communication is essential for effective functioning in every part of the organization (districts and schools) and for curriculum implementation. Successful implementation of the curriculum depends on the extent to which all consumers are informed and have been prepared for the envisaged change (Nkwana, 2010). Among others leadership also plays a key role in facilitating the communication of curriculum changes. The leadership styles of managers may affect or have an influence on communication of curriculum implementation. Prinsloo (in Van Deventer & Kruger 2009) pointed out that the leadership style adopted by a leader can have a positive or negative effect in a school and the teaching and learning that takes place in such schools. The type and effectiveness of communication has a direct impact on the school and what should be

done. Consequently, inadequate or poor communication could result in uninformed decision-making and poor curriculum implementation. Furthermore, insufficient information may engender misunderstanding, mistrust, frustration, confusion and rivalry in an organization (Nyembe-Kganye, 2005). The importance of effective and meaningful communication is that it guarantees good results. It is the responsibility of principals as leaders to ensure that there is effective communication in their schools.

Researchers such as Kruger (2003), Gulcan (2012), Sindhvard (2009), May and Supovitz (2011), have conducted a significant amount of research on leadership and the role of the school principal in the implementation of curriculum. The study aims at exploring the instructional role of the principal and how it influences communication with regard to the implementation of curriculum change. Despite the role of the principal in curriculum issues, there is still much uncertainty about how the curriculum changes are communicated from the level of the district education office to the school principal and the teachers.

According to the organogram of the Department of Basic Education (2011), the district education office operates under the provincial education department. Thus, district officials must promote, facilitate and monitor the implementation of the curriculum by establishing clear channels of communication with schools and stakeholders. The purpose of this study is to explore the role of the communication process from the curriculum advisors (district officials) to School Management Teams (SMTs) in order for the latter to monitor and support the implementation of curriculum change. In this study the participants from the district office who deal with curriculum issues are referred to as curriculum advisors although they hold different positions in the district office. The research investigates the kind of communication channels employed by the curriculum advisors and schools in relation to the implementation of curriculum change.

1.2 PROBLEM STATEMENT

Even though South Africa is a democratic country, the education system is typical bureaucratic and hierarchical. This typical hierarchical set-up has created communication problems between school principals and district managers and between the provincial and the national level. Hence, Nyembe-Kganye (2005) pointed out that most organizational communication is usually top down and does not allow much room for feedback and assessment. For example, school principals consult with the district officials before making decisions on curriculum matters because they are not subject specialists.

The Department of Education is responsible for disseminating the curriculum and it works in collaboration with a school for the successful implementation of curriculum matters (Mngoma, 2007). In 1999, the then Minister of Education, Kader Asmal, formed a review committee which identified problems experienced in the implementation of Curriculum 2005 which included: inadequate orientation, lack of training and insufficient development of teachers. In view of these findings, concepts like inadequacy, shortages, insufficient resources indicated that something was lacking. Some researchers (Velupillai, Harding, & Engelbrecht, 2008; Taole, 2013 and Moswela, 2010) are of the opinion that curriculum advisors and the SMT could play an important role in the implementation of curriculum change. However, the question is raised as to the effectiveness of the communication between the district officials and the SMT and educators with regard to their monitoring and support of the implementation of curriculum change.

Although communication and training for curriculum implementation was conducted to a large extent through workshops countrywide, communication gaps continued. Nyembe-Kganye (2005) and Mngoma (2007) conducted research on communication in the Department of Education focusing on the organizational structure. According to Nyembe-Kganye (2005), the “problem that is experienced in the organisation is lack of communication structures that are to be followed in order to disseminate information.”

The assumption is that the information from the districts is often distorted by the time it reaches schools. Internalizing the changes in the curriculum remains a challenge to many South African institutions (Bush, Joubert, Kiggundu, & Van Rooyen; 2010). This study aims at exploring and describing the current state of communication channels used by the curriculum advisors (CAs) to pass on information to schools specifically to the SMTs.

In the light of the above, this study focused on the role of communication in the implementation of curriculum changes with special reference to how curriculum advisors (district officials) communicate curriculum changes to SMTs.

1.3 RATIONALE OF THE STUDY

Mngoma (2007:3) states that “effective communication is crucial in passing on information contained in policies and legal frameworks formulated after 1994”. However, there is little research on how information about the changes in the curriculum is conveyed from the national and district levels, and circuits to schools. In addition, an appropriate structure through which communication is managed, distributed and controlled within and beyond the Department of Education is lacking (Mngoma, 2007). The assumption is that the communication of curriculum changes is not well managed or that communication is poor.

Poor communication occurs when one is unable to convey a message to another person or group. In an institution poor communication may cause employees to become de-motivated. Nyembe-Kganye (2005) asserts that communication gaps may occur between the senior management and the educators possibly due to barriers in the flow of communication. Organizational change is usually impossible without an open and free flow of information. According to Nyembe-Kgame (2005), the first step to overcome barriers to communication is to open up channels of communication. The continuous change in the education curriculum has affected educators, because educators are not sure on how to implement the new curriculum (Adu & Ngibe, 2014). The communication

of new curriculum requires the coordination of organizational activities and goals through effective two way communication between and among the employees of the organization.

In order to implement changes in the curriculum optimally, communication channels should be effective. Messages and information regarding curriculum implementation should be clearly communicated from national, provincial and district level to schools. Without effective communication from districts, curriculum implementation by SMTs may not be as effective as expected. This study explored and described the channels of communication used by curriculum advisors to disseminate information regarding curriculum changes to schools. The researcher sought to identify the challenges experienced by curriculum advisors and the SMT in relation to the communication channels used in the process of implementation of curriculum change. The research aimed at making recommendations regarding practical guidelines for developing more effective communication channels in the implementation of the curriculum.

1.4 PURPOSE AND SIGNIFICANCE OF THE STUDY

The purpose of this study was to explore the role of curriculum advisors -and SMTs in the implementation of curriculum changes. The researcher also investigated the kinds of communication channels employed by the curriculum advisors and SMTs in Gauteng districts in relation to the implementation of the curriculum changes. The study intended to identify effective communication strategies used between the districts and the schools in curriculum implementation. As mentioned, the envisaged outcome of the study was recommendations to the Department of Education (DoE) and schools on how communication from districts to schools can be improved with a view to the implementation of curriculum changes.

1.5 RESEARCH QUESTIONS

The main research question has been formulated as follows:

What are the roles of curriculum advisors and SMTs in the implementation of curriculum changes?

To address the main research question, the following sub-questions have been formulated:

- What communication strategies are used by the curriculum advisors and SMTs to communicate curriculum changes in the school?
- What are the challenges experienced in communicating curriculum changes from the districts to the schools?
- How can communication be enhanced between the curriculum advisors and the SMTs?

1.6 THEORETICAL FRAMEWORK

The Interactive Leadership Communication Space model (Rissanen, 2011) can be used as a method of communication in the implementation of curriculum changes. The Interactive Leadership Communication Space model has the elements required for communicating the implementation of curriculum changes. Communication between the different stakeholders in the school should aim at conveying clear messages that are easy to understand especially with regards to curriculum matters. All the school stakeholders should play a role in implementing the changes in the curriculum and education policies (Mngoma, 2007). Thus, personal interactive communication is essential and is the most effective way to share information for curriculum change. The core of the space model (Figure 1.1) comprises factors, such as information (on

curriculum knowledge), actors (districts, principals, educators and parents), sharing (channels of communication, meetings and training), conditions (school environments and resources) and follow-up (feedback, results/outcome). With a working feedback system, the organization becomes proactive and does not react negatively to changes in the system in which actors are working (Risannen, 2011). Being proactive means that when drawing up school plans and strategies, one should also plan how messages will be communicated to implement the school plans and achieve the set targets.

The Interactive Leadership Communication Space model shows how communication in organizations flows in different directions (flow of information from bottom to top and vice-versa). Rissanen (2011) illustrates in the model how educational leaders and employees communicate. The model advocates for an interactive communication space focusing on the collaboration between the leader and the employee. In this study, the model is used to show the communication channels between the curriculum advisors as leaders of curriculum change and the SMTs as employees in disseminating curriculum changes.

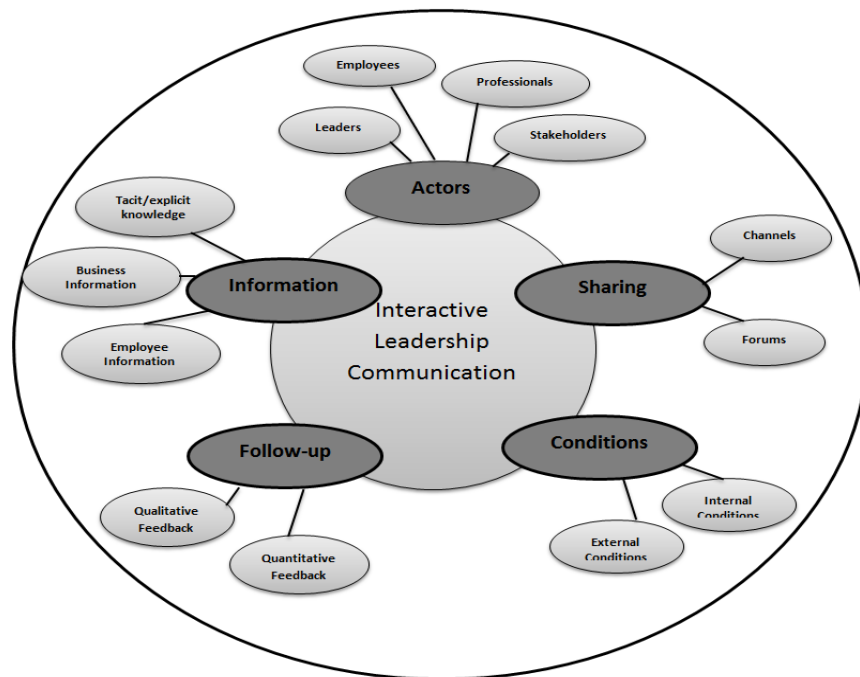


Figure 1.1 Interactive Leadership Communication Space model (Rissanen, 2011)

Figure 1.1 shows the Interactive Leadership Communication Model by Rissanen (2011). This model has many perspectives and different approaches. For example, when the curriculum advisors require information from the schools, both a narrative and a statistical approach can be used depending on type of information needed. Rissanen (2011:83) states that, “through communication, the employees receive the information they need to carry out their task”. In this study, curriculum advisors are responsible for information on the curriculum and for passing down this to the schools. The SMTs are the employees who require information to implement changes in the curriculum. For such communication to be effective, it must be on-going, two-way and open to all concerned parties.

The effectiveness of the implementation process of any policy demands the consensus and involvement of all actors (Rissanen, 2011). The school is an open system with permeable boundaries and functions according to both internal and external inputs and outputs (Du Plessis, 2013). The implementation of the new curriculum requires skilled human resources, a suitable time frame and adequate financial resources. All these aspects of the curriculum should be communicated to the different stakeholders through mutual co-operation. Without the mutual co-operation of the different stakeholders, achieving the targeted goals of curriculum implementation is problematic. A lack of open communication between actors (external and internal), poor problem-solving approaches and inadequate engagement in curriculum implementation activities are also challenges. Researchers such as Smit (2001), Maeko & Makgato (2016) and Molepo, (2014) explain how teachers were concerned about late arrival of information at schools and how trainers were ill-equipped to conduct workshops. These problems inhibit implementation of curriculum changes.

As simple as communication may seem, much of what we communicate to others and that others communicate to us, requires correct interpretation according to the intentions of the communicator; misunderstanding of messages can cause frustration in the professional relationship and failure to achieve set goals. People working in an organization depend on interpersonal communication to get directions on how to carry

out their tasks (Rissanen, 2011). Through interactive communication, the employees of organization share information, exchange ideas, collaborate and interpret information as a team (Rissanen, 2011).

1.7 LIMITATION AND DELIMITATION OF THE STUDY

This study of limited scope was conducted in one district office and in two primary schools situated in the Gauteng North district, Gauteng. Two primary schools were sampled out of 12 primary schools; these were the schools incorporated into Gauteng Province from Mpumalanga. The study focused on the views of curriculum advisors and the SMT and did not involve views of other stakeholders such as educators and parents.

Only schools incorporated into Gauteng participated in the research; thus, the findings of this study cannot be generalized beyond the context of the study although it is possible that the pattern obtained from data analysis may also reflect the situation in other districts and similar schools. The data revealed the differences and the similarities in the communication from the district to the schools. The researcher's intention in this study was not to generalise findings but to explore the context-based state of communication between the curriculum advisors and the SMTs. Creswell, (2011) asserts that in qualitative research, the researcher generalizes findings only within the context and the participants involved in the study. The goal of qualitative research is not to generalise across population (Maree, 2011); instead qualitative research seeks understanding of the participants' point of view. In this study generalisation beyond the context of this study was not possible because of the limited numbers of participants in only two schools situated in one district.

1.8 CONCEPT CLARIFICATION

This research focuses on communication of curriculum changes in schools. The key concepts are role, communication, curriculum, change, implementation, feedback,

Curriculum advisors, and School Management Teams. The following sub-sections discuss the key concepts and how concepts are used in this study.

1.8.1 Role

According to Dimba (2001), role is defined as a function that any individual or institution can play in society to fulfill objectives of that particular society. For the purpose of this study, role refers to the duty of curriculum advisors and the SMT, that is, what is expected from the curriculum advisors and SMT with regard to the communication of curriculum change implementation.

1.8.2 Communication

Widhiastuti (2012) defines “communication as an exchange of information between sender and receiver, understanding in meaning between the individuals involves.” According to Widhiastuti (2012), the success of managerial implementation in an organization is determined by effective communication. In this study communication refers to the curriculum advisors as senders conveying the message to the SMT (principals, deputy principals and the Heads of Department) as recipients.

1.8.3 Implementation

According to Fullan and Pomfret (1997), implementation refers to putting innovation into practice or doing things in a new way. The execution of change may require new or alternative materials, processes, work structures, expected responsibilities, knowledge and skills. In a broader sense implementation is the process through which a proposed concept, model, topic or theory is taken up by some practice (Nentwig & Waddington, 2005). Whether things change or not, implementation will be at the heart of the new development and the level of building new practices will always be found where implementation has ceased (Fullan, 2001). For the purpose of this study implementation refers to an action that educators must follow in teaching a specific subject, and these

are the suggestions that have been made by curriculum specialists and subject experts in a school setting.

1.8.4 Change

Change does not just happen haphazardly. It requires planning and delivery structures, it is a process that takes a period of time (Ndou, 2008) and it has both technical and human aspects. Change in organizations has a ripple effect on the organizational and the personal life of the employee since change involves new patterns of work, relationships and experiences (Adu & Ngibe, 2014). In this study, change refers to school-based change and those changes, which are introduced at macro or meso level, especially during the process of curriculum change in the South African education system (Dimba, 2001).

1.8.5 Instructional leadership

Instructional leadership is a concept that encompasses a variety of leadership activities that support teaching and learning (Gulcan, 2012). In addition, Sindhvad (2009:16) refers to instructional leadership as a series of behaviours designed to affect classroom instructions. Instructional leadership provides guidance aimed at the improvement of student learning. The instructional leader performs multiple tasks, such as setting goals and objectives, organizing and planning for the use of resources and monitoring teaching and learning through the implementation of the curriculum (Lashway, 2002). For the purpose of this study, instructional leadership comprises all activities which the principal executes which affects learning and teaching in schools.

1.8.6 School Management Teams (SMTs)

According to Khuluse (2004), the SMT “is the structure in the school made up of the principal, deputy principal and head of department.” The aim of the SMT is to support the school, to ensure that an excellent standard is maintained and to oversee the

smooth running of the schools. The role of the SMT is to plan, organize and monitor the implementation of curriculum activities (Ndou, 2000).

1.8.7 Curriculum

Dimba (2001) defines the curriculum as “the acquisition of skills, their application and synthesis with knowledge, furthermore it refers to what students learn or the content of instruction.” In addition, Moodley (2013) sees the curriculum not as a physical thing but rather the interaction among teachers, students and knowledge. In this study the researcher adopts the definition of the curriculum as stated by Adu and Ngibe (2014). These two authors define curriculum as socially constructed subject knowledge, skills and attitudes that are passed down to students through a variety of teaching and learning modes.

1.8.8 Curriculum advisors

For the purpose of this study curriculum advisors are the facilitators specialising mostly in a specific subject, employed by the districts to assist schools in developing and implementing programmes. The curriculum advisors must ensure that schools adhere to and implement policies. Their other responsibilities include school visits for curriculum monitoring, organisation of teacher development workshops, facilitation of cluster meetings and ensuring that Gauteng Department of Education (GDE) and Department of Education (DoE) policy is implemented (Narsee, 2006).

1.9 LAYOUT OF THE STUDY

According to Vithal and Jansen (2003), the report outline is a preliminary and tentative sketch of what the final report could look like, a useful planning tool and an important way of communicating the research plan to the external audience.

This study comprises five chapters:

Chapter 1

This chapter serves to introduce the study by providing the background to the study, problem statement, rationale of the research, purpose of the study, and research questions. There is also a section on the theoretical framework, concept clarification, limitation and delimitation of the study.

Chapter 2

Chapter 2 provides a literature review that discusses the role of curriculum advisors and SMTs in communicating changes in the curriculum. Communication channels, effective communication and communication barriers are discussed. Literature on planning the communication in supporting and monitoring the implementation of the changes in the communication is included.

Chapter 3

In chapter three, the researcher discusses the research approach, design and data collection method. The selection criteria of the research participants are described. Ethical issues and strategies that the researcher used to ensure credibility and trustworthiness of the study as covered. There is also an explanation of data analysis.

Chapter 4

This chapter presents the analysis and interpretation of the findings. The findings are presented as themes aligned with the research questions.

Chapter 5

The chapter gives a summary of the findings, the conclusion and the recommendations. The researcher also makes suggestions for further research on the topic.

1.10 SUMMARY OF THE CHAPTER

The background of the study, problem statement, rationale and the purpose of the study have been discussed. The researcher stated the purpose of the study and the research questions. The theoretical framework underpinning this study as well as limitations and delimitations of the study was explained. The key concepts used in this study were clarified.

The next chapter gives an overview of the literature concerning key aspects of this study.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Jesson and Lacey (2006) defines literature review as a narrative account of published information on a topic or research area which can be analysed by different authors from different paradigms and perspectives. In this chapter, the literature review focuses on exploring the role of communication in the implementation of curriculum changes. The researcher pays attention to the role of different stakeholders in the process of implementing the changes in the curriculum, more particularly the role played by curriculum advisors and the SMTs. It is the responsibility of district officials to ensure that there is adequate support for principals in ensuring curriculum implementation (Bottoms & Schmidt-Davis, 2010). The anticipated support from the district office to the schools in reality is limited to a few school visits which focuses on collecting reports and statistics of different activities carried out in the schools instead supporting the instructional activities and communication. Communication should be taken as a bridging activity, an activity in which the district builds linkages with stakeholders to reduce tension within the schools in the implementation of the curriculum. Elving, (2005) asserts that communication with employees about change is vital and an integral part of change efforts and strategies. Thus, the role of curriculum advisors can also not be ignored.

This study explores communication strategies used by curriculum advisors and SMTs to communicate curriculum changes in schools and the challenges they experienced in terms of how curriculum changes were communicated from the curriculum advisors to SMTs. The SMT is expected to be involved in what is taking place in the school both inside and outside the classrooms. SMTs are responsible for curriculum implementation and the principal, who is also an SMT member, is supposed to provide leadership in curriculum matters (Yunas & Iqbal, 2013). Mafora and Phorabatho (2013) found that, without a clear understanding of the principal's role of managing the implementation of

curriculum change, principals are more likely to be ineffective in discharging broader instructional leadership responsibilities. Without focused and effective leadership schools may not be able to deliver quality curriculum to learners due to lack of coordination of communication across provincial and districts units. In an earlier study, Patterson and Czajkoski (1979) emphasized that a related mistake in planning occurs in overlooking the importance of communication during the implementation process. It means that the school leadership ought to have the necessary knowledge and skills to communicate the improvement of instruction and the supervision of curriculum implementation (Yunas & Iqbal, 2013). With the new developments in curriculum, principals as instructional leaders should be knowledgeable and able to lead curriculum change through communication. Leadership that focuses on teaching and learning is the core of instructional leadership which is expected of a school principal.

2.2 PRINCIPALS AS INSTRUCTIONAL LEADERS

Research has suggested that Instructional Leadership is an important characteristic of an effective school. According to Kruger (2003), the principal as instructional leader should make certain that there is an effective teaching and learning school climate. Instructional leadership provides guidance aimed at the improvement of student learning. Kobola (2007) states that in order to ensure effective instruction, the school principal must be passionate about teaching and learning and must motivate teachers to do their work effectively. As such, the role of principals in communicating changes in the curriculum will be briefly discussed in the ensuing section.

2.3 PRINCIPAL'S ROLE IN COMMUNICATING CHANGES IN THE CURRICULUM

Education in South Africa has gone through many curriculum changes. A high level of support from the district, circuit and school principals has a significant impact on curriculum implementation. The success of curriculum implementation is based on the ability of the principal to communicate and supervise the process (Yunas & Iqbal, 2013).

Therefore, it is important that the principal takes the leading role in communicating and managing curriculum implementation. As stipulated in Personnel Administration Measures (PAM) (1999: VI), the principal is expected to coordinate and network with the teachers about the procedures and processes for implementation changes in the curriculum.

Although principals may rely on the deputy principals and other staff members in many cases to execute certain duties regarding curriculum change, the principals are still responsible for the communication that creates school climate and culture that supports the implementation of the changes in the curriculum. Principals are expected to internalize curriculum changes instead of perceiving them as external additional work that they are expected to do (Mafora & Phorabatho, 2013). Although principals may feel that they are being left out, the new curriculum demands them to be positive, enthusiastic, have their hand on the day-to-day activities of the school, and be involved in teaching and learning (Moonsammy-Koopsammy; 2012). Principals should aim at uplifting the standard of instruction and motivate teachers in their schools (October, 2009). The principal should provide instructional leadership within the school: guiding, supervising and mentoring staff members [Section 16 of Employment of Educators Act, Act 76 of 1998; PAM (par 4.2)]. In order for the principal to support and communicate good practice, it is important for them to have adequate teaching experience (Moonsammy-Koopsammy, 2012). To perform this, the researcher established the need to elaborate the role of curriculum advisors in the implementation. This is discussed in the following section.

2.4 THE ROLE OF THE CURRICULUM ADVISORS IN CURRICULUM IMPLEMENTATION

The role of the curriculum advisors is to assist school principals and teachers to improve the quality of teaching and learning in their institution (DBE, 2011). The districts must assist in developing structures and work with school principals to create the environment that is conducive for the improvement of learner achievement and learning.

Narsee (2006) argues that district officials thus do not acquire authority through legislation; instead they attain it through an administrative mechanism of delegation and further indicate that there is no legal authority that explains their powers and functions. Although some curriculum advisors support the teaching and learning that takes place in schools, some schools are still not performing well in terms of learner achievement. This could imply a gap in the support structure from the district to the schools. Leithwood, Louis, Anderson and Wahlstron (2004), emphasize the importance of having a clear focus and set goals for learner academic achievement at district level and in schools.

Leithwood et al. (2004) further report that turning low performing schools into high performing schools depends on long term investment and development of instruction leadership skills at district and at school level. The researcher argues that it is the role of the district to communicate all policies clearly and create a collaborative supportive working relationship with schools.

District leadership co-ordinates and aligns curriculum and assessment activities, ensures support and meets state and district learning standards (Bergeson, 2004). Curriculum advisors as district officials should have the capacity to support, coordinate and communicate the changes taking place. Researcher such as Massell, (2000) has reported the initiative that educational districts have taken to train teachers in workshops. However, Kobola (2007) points out that the training organized by districts and the provincial department have failed to produce successful implementation of the curriculum. The support of the districts to school principals takes place through school visits, irregular meetings, workshops and circulars. The latter might be interpreted differently or wrongly if not clarified. Such support intervention needs effective communication. Districts have different tools for communicating information (e.g., district memo and circulars). In recent years the GDE introduced Information Technology to communicate with schools (e.g., cell phones and tablets). It is the researcher's intention also to examine if the recent means of communication enhance communication strategies. The discussion on leadership and professional development follows.

2.5 LEADERSHIP AND PROFESSIONAL DEVELOPMENT

One of the recent changes in the curriculum is the Curriculum and Assessment Policy Statement (CAPS). According to Du Plessis (2013), CAPS has failed because it was implemented prematurely, educators were not equipped with relevant knowledge and no in-depth workshops were conducted to prepare them for implementing the required changes. Educators are faced with a new curriculum and with a particular expectation of their role in developing young people. Although professional development of educators has been the subject of countless articles and books (Clement & Vanderburghe, 2001; Fullan, 2000; Kedzior, 2004; Hein, 2009), more research on how the curriculum is being taught in South African schools is needed. Dzansi and Dzansi (2010) point out that the absence of the principal's involvement creates a situation in which school manager do not regard the contents of the training programmes as relevant to their training needs. Because the SMTs are so important in the implementation process, the literature identifies communication as the driving force in the implementation of curriculum change. Moller (2000) indicate that communication is an important managerial function and constitutes the greater part of the work life of the principal. Educators should be learning continuously and professional development such as in-service workshops and courses are of great importance. Badugela (2012) asserts that the needs of a novice teacher must be considered during in-service training on the implementation of curriculum change. However, in practice, only 'crash' courses and brief two days' training are the norm in South Africa.

Not only do the educators need training but principals as instructional leaders also need to be equipped with quality professional development in order for them to meet the educational, social and emotional needs of learners. The knowledge and skills required in instructional leadership can be learnt and principals should be developed in this aspect so that they demonstrate effective leadership in implementing changes in the curriculum and the education system as a whole (Hamzah, Juraime & Mansor; 2016). The SMTs have a crucial role to play in the implementation of curriculum change. The

role of Head of Department in curriculum implementation is briefly discussed in the ensuing section.

2.6 THE ROLE OF THE HEAD OF DEPARTMENT IN CURRICULUM IMPLEMENTATION

In the South African context, not only the principal has leadership responsibility in teaching and learning but the Heads of Department (HOD's) are also the core of curriculum leadership. The roles and responsibilities of the HOD are stipulated by legislation, in particular the Employment of Educators Act 1998 and the PAM document. The roles of different stakeholders in curriculum leadership are stipulated to ensure quality public education for all. According to the PAM (1999) document, it is the responsibility of the HOD's to work with the teachers as a team to ensure quality teaching and learning and well managed departments in schools.

The HOD's have an important part to play in managing teaching and learning within the school-wide strategy established by principals (Bush et al., 2010). Bambi (2013) argues that without adequate training of HOD's to equip them with knowledge and skills for instructional leadership, the objective will simply not be realized. This implies that the HOD's should be empowered to execute their leadership in curriculum matters. Through effective communication, relevant, accurate information can reach the HOD without distortion, as in terms of line function, the HOD is responsible to cascade the information regarding curriculum change to educators for implementation. For HODs to lead their department effectively, they should be knowledgeable about the most important management and leadership tasks in order to promote teaching and learning (Bambi, 2013).

As middle managers, HOD's are accountable for the management function of curriculum implementation in the school (Bambi, 2013). Therefore, it is important for HOD's to communicate and use channels of communication correctly and efficiently as this will have an impact on the implementation of curriculum change. The HOD's are also expected to liaise between the Department of Education and their principals in

order to exercise academic leadership and coordination of teaching and learning in their schools (EEA, 1998). In addition, every HOD is responsible for holding regular subject meetings to guide educators in implementing subject content and communication plays a vital role in such interactions (Van Deventer & Kruger, 2011). Educators are direct implementers in curriculum change; their role is discussed in the following section.

2.7 THE ROLE OF THE EDUCATORS IN THE IMPLEMENTATION OF CURRICULUM CHANGES

While curriculum specialists and outside educational organizations spend time in developing the curriculum, teachers know best what the curriculum should look like. Teachers are the key agents in the curriculum implementation process (Onojerena, 2014). In the South African education system, communication is very often conducted in a top-down manner. Such communication is often in the form of a memo, a policy and/or Act. This communication follows certain patterns (Nyambe-Kganye, 2005), known as a hierarchy or bureaucratic structure. Upon receipt of information, principals are expected to inform teachers and implement the changes which are communicated as directives. Teachers are responsible for curriculum implementation as they interact directly with the learners in the teaching and learning process, yet they do not have much say in the process of curriculum development and the changes thereafter.

The involvement of teachers in curriculum development is crucial as they are the implementers. A positive and supportive working relationship among the teachers supports the process of implementing curriculum changes. Communication that is based on values, such as trust and open communication, encourages positive interaction between the teachers in implementing the curriculum (Onojerena, 2014). Effective communication facilitates coherence and reduces contradictions in the implementation of curriculum change. Effective communication process is discussed in the following section.

2.8 EFFECTIVE COMMUNICATION PROCESS

Communication plays an important role for the success of the Curriculum Delivery Intervention Programme (CDIP) and it is the bedrock of successful organizations (Nkwana, 2010 & Magagula, 2008). It is impossible to teach anybody anything if you are not communicating properly. Therefore, there is a need for good communication in the educational context, since tasks being performed have become more complex and more demanding (Steyn & Van Niekerk, 2008). For knowledge to be properly communicated, both the sender (speaker) and listener (receiver) should be fully engaged in the conversation even in group situations (educators). SMTs are expected to work with teachers to develop and strengthen their skills of curriculum implementation. Curriculum implementation is a process that needs personal planning, staff development and evaluation, appraisal and maintenance of effective personnel relationships (Mathibe, 2007). All the changes that the teachers are expected to implement should be communicated in an effective manner. Such communication can be done through different modes, both verbal and non-verbal. Some modes may be more interactive than others. A few examples of the different modes include discussions and presentations, emails, telephone conversations and text messages on multiple media modes. What is crucial is that communication must be effective and the communicator as a leader should encourage dialogue through different communication channels.

2.9 COMMUNICATION CHANNELS

Communication is an important aspect of disseminating information on a new programme to respective recipients or customers (Nkwana, 2010). Communication takes place when a message(s) is passed on from the sender to the receiver(s) through a selected channel. Education managers can choose to send their message through either formal or informal channels of communication (Steyn & Van Niekerk, 2008). There are different channels that the sender can use to send messages. The effectiveness of the sent message will depend on the channel the sender uses to

communicate. The factors to consider when choosing the channel to use are complexity of the message, number of people to communicate to and the urgency of the message with regards to delivery time (Steyn & Van Niekerk, 2008).

Therefore, before embarking on the dissemination of information, the districts and circuits should think broadly and creatively about all the possible communication channels: memos, e-mails, and newsletters, notice-boards, briefing (launching), posters, intranet articles and team meetings. This study explored the communication channel used by curriculum advisors to communicate curriculum changes in schools.

Many change agents rely on a method called ‘cascading communication’ to ensure that the change is properly communicated. For example, policies and procedures of organisations may be communicated in different ways. This means information flows from managers to subordinates and the subordinates in turn pass on the information to the next level of staff members. Communication created by directors and managers and passed down the hierarchy of workers in the organization is called downward communication (Magagula, 2008). Workplace communications can be vertical or lateral. In the education sector, cascading communication is being used on a regular basis. The idea is that, for instance, the director has a number of managers who report to him/her and those managers have individuals reporting to them. According to the cascade approach, the director (change sponsor) first presents the change to her /his managers (as targets). She/he obtains their co-operation and indicates that they need to sponsor or cascade this change to their respective departments or districts.

If the initial person starting change gives the wrong information about the implementation of the curriculum, that information will be passed down to other involved parties. On the other hand, if the change sponsor fails to prepare subsequent sponsors to conduct further cascades, this leads to variation in the messaging and confused employees may potentially do the wrong thing at the wrong time. Ergen (2010) indicates that “in task orientated communication, the accuracy of information is necessary, while in the relationship-orientated politeness is much more significant”. Once the cascade is

launched, the initial sponsor (national/district office) makes the fatal mistake of assuming it will all just work out fine. Therefore, every necessary action needs to be taken to ensure that communication in the education sector is effective.

Communicating a lot of information in a short space of time poses a threat to the implementation of curriculum changes. Taking 1 000 words to describe a 100 word concept is undesirable. The study conducted by Jansen and Christie (1999) indicated that the training for curriculum change during a one-off workshop per grade without follow-up was inadequate. For training to be more effective, instead of information overload in one workshop, it is better to break down the information in smaller understandable units and present the training in a number of workshops. Communication during a workshop can be done in different ways using different media of communication. Messages and information can be sent through verbal communication, non-verbal communication or through technology-aided media. This involves the encoding–decoding process (Ergen, 2010). Sent messages are encoded and it is the responsibility of the receiver of the message to decode them.

The Minister of Education, Motshekga (2010) indicated that curriculum newsletters were introduced and distributed to teachers and officials from 2010 to ensure that all teachers and officials were updated on changes and what to expect in future. It can however be asked if this type of communication channel reaches all the educators and officials and if all have access to and read the curriculum newsletter. The need for feedback in communication is elaborated in the following section.

2.10 FEEDBACK IN COMMUNICATION

We often consciously or unconsciously evaluate the effectiveness of our communication in terms of whether or not action has taken place. It is through feedback that the sender of the message determines if the sent message has been interpreted correctly or as intended. Clampitt (2013) asserts that no system can survive without feedback. In the implementation of the curriculum, there should be ongoing, constant feedback from both

the teachers and the districts. Feedback can be information related to the productivity of groups or performance of individual (Guo & Sanchez, 2005). The action taken after receiving messages shows how the message has been interpreted. When a teacher receives a message from the principal, for instance he/she must provide feedback in due course (Badenhorst, 2003), so that the principal can establish if the envisaged objective of the message has been achieved. Therefore, feedback serves to show up misinterpretations of the communication, so that necessary corrective measures can be taken.

Feedback should not be viewed as a negative process (Guo & Sanchez, 2005), but as a strategy to enhance goals, awareness and learning. In the implementation of the curriculum all stakeholders (curriculum advisors, principals and educators) should view feedback as constructive in nature and an indication of how they are doing. Either negative or positive comments are expected. Maslow's hierarchy of needs represents the ultimate desire of employees (Clampitt, 2013). One way to obtain feedback is to listen or observe how the message is interpreted or executed. The question raised by this study is whether feedback is given during the implementation of the changes in the curriculum or not. Regular feedback lets people know where they stand and allows them to develop and improve their skills and knowledge as well as allowing any improvements to begin at once. Different types of feedback and methods can be used for different types of communication channels. There is immediate feedback during face to face communication while feedback of written communication may take longer to be received. The following section discusses the communication barriers in disseminating information regarding curriculum changes.

2.11 COMMUNICATION BARRIERS

There are many communication barriers. One of the barriers is the way in which sent messages are decoded. According to Guo and Sanchez (2005), multiple and simultaneous demands cause messages to be incorrectly decoded. Messages may be incorrectly decoded if what is said is not properly heard, when what is heard is not

interpreted right or when what is interpreted cannot be accepted. Ergen (2010) considered communication barriers as anything that filters, blocks or distorts the messages or the information during the process of encoding-sending-decoding. Communication depends on both the parties and demands both parties to be in sync with each other. Using complicated words or phrase which the other person involved in communication is not aware of will lead to distortion in communication. People understand messages better when they are not overwhelmed with messages that have too much information (Steyn & Van Niekerk, 2008).

Another communication barrier is when the mode of communication used is not effective in conveying the intended message. The big challenge, however, is deciding which modes of communication to use. The message can be distorted if an inappropriate communication medium is chosen (Steyn & Van Niekerk, 2008). A manager needs to be careful in choosing the most appropriate communication medium to deliver the message. Going to a workshop only to find that facilitators read a pamphlet may create a barrier between the information being disseminated and the workshop participant who may have different expectations. Before making a decision about what modes of communication to use, one should consider factors to base that decision on, such as, what makes one mode of communication more valuable or effective than another. Therefore, different modes may need some media or channels of communication. Selection of media depends on various factors such as form, distance, time and availability of resources (Steyn & Van Niekerk, 2008). The success in implementing change in the curriculum or other educational aspects requires personnel support, which includes the development of knowledge and skills possibly through in-service courses (Nkwana, 2010). These courses need thorough planning. Therefore, planning the communication of curriculum change is discussed in the following section.

2.12 PLANNING THE COMMUNICATION OF CURRICULUM CHANGES

Whether there is a need to communicate general day-to-day information or major changes in the organisation, the best communication strategy is to start with some good

planning. Thus, one of the problems with recent education reform initiatives is the lack of planning on the communication of initiatives. According to Klein (1996) communication should be part of planning for implementation of change. The importance of communication is sometimes underestimated during the implementation of new curriculum.

Communication between the curriculum advisors, SMT and educators provides the information necessary to get work done effectively at school. While those involved in the planning effort may be well aware of what is going on, those outside the team are often uninvolved. That is why effective communication ensures that all people affected are aware of the plan, its importance and how communication may have an impact on the message conveyed. In implementing change, a number of communication channels should be used especially the channels that convey messages in a manner that is easy to interpret by the receivers regardless of how they perceive the change (Klein; 1996).

Planning on how communication will take place is crucial as it includes lines of communication which should be clearly understood (Oswalt, 2011). A good communication plan makes everything easier and saves time because all involved parties get to know exactly what they should be doing at any point in the communication process. Teachers in South Africa are concerned about the plethora of policies, guidelines and interpretation of policies and guidelines (Du Plessis, 2013). Some of these concerns could be as a result of poor or no planning regarding how the policies are to be communicated to the teachers. Du Plessis (2013) notes that due to poor communication, curriculum changes in South Africa (policy) and the ensuing debate have caused much confusion and uncertainty. It is important for the department to put themselves in the shoes of the employees. What do they need to know and want to hear? What is their preferred way of receiving information? What will stop them listening to what the department wants to implement and how the department will know that the message has been interpreted as intended.

When planning communication, it is important to identify the audience, for instance, educators, principals, parents, sponsors and teacher unions. These are the groups and individuals that have a critical stake or interest in the initiative and who need to understand the initiative or message and perhaps be able to explain it to others. According to the African National Congress (ANC) (1995), almost any educating and training policy will come to grief in practice if it is not planned with those who are expected to benefit from it and those who are expected to implement it. The following section will focus on the support and monitoring of curriculum that the SMT and district officials offer to teachers in schools.

2.13 SUPPORTING AND MONITORING CURRICULUM IMPLEMENTATION

Monitoring and supporting the implementation of the changes in the curriculum is always the responsibility of the principals as instructional leader (Kobola, 2007). On the other hand, it is desirable to organize cluster meetings aimed to exchange information, give mutual support and engender co-operation. Instructional conferences can be used to talk with teachers about classroom objectives and instructional methods (Lineburg 2010). All these activities require an effective communication system and strategies. However, the question is how do SMTs communicate the changes in subject content and teaching methods? Mafora and Phorabatho (2013) are of the opinion that the SMTs should lead and guide the teachers in implementing the changes in the curriculum but that cannot be done if the information/communication to them is not clear. According to Kobola (2007), educators find it difficult to implement the curriculum without proper guidance and communication from the principals. Effective communication plays therefore a vital role in the process of monitoring the implementation of changes in the curriculum. Monitoring help to determine the extent to which the changes in teaching methods and strategies are applied (Mafora & Phorabatho, 2013). Curriculum advisors should also be involved in the realization and monitoring of the teaching process. The purpose of visits should not be perceived as inspection but communication and facilitation of curriculum objectives (Yunas & Iqbal, 2013).

2.14 SUMMARY OF THE CHAPTER

This chapter presented literature on communication of the curriculum changes focusing on the curriculum advisors and SMTs. The literature discussed the role of curriculum advisors and members of SMT such as the school principal and HoDs in communicating changes in the curriculum. Literature on communication channels, effective communication and communication barriers was presented. Planning the communication in supporting and monitoring the implementation of the changes in the curriculum was also discussed.

In the following chapter the research approach, design and data collection and analysis are discussed. Ethical issues and the strategies that the researcher used to ensure trustworthiness and credibility of the study are included.

CHAPTER 3

RESEARCH APPROACH, DESIGN AND METHODOLOGY

3.1 INTRODUCTION

In chapter two the researcher presented literature on the role of communication in the implementation of curriculum change. The research approach, design and methodology used in this study are presented in this chapter. The chapter also includes a discussion of measures to ensure trustworthiness and credibility of the study as well as ethical procedures that the researcher adhered to in this study.

3.2 RESEARCH APPROACH

In this study, the researcher chose to use the qualitative method because it allows the researcher the flexibility to probe the first responses of participants, that is, to ask why and how. While quantitative methods are fairly inflexible, qualitative research data are gathered in a verbal and visual form rather than in a numeric form (Devetak, Glazar & Vogrinc, 2009). The researcher used a qualitative research approach to generate rich data that was used to answer the research questions. Qualitative research is used to obtain a broad explanation of the behaviour and attitudes of the participants involved in a study (Creswell, 2009). The qualitative approach was used to provide the researcher with an opportunity to talk with the curriculum advisors, principals, deputy principals and HODs on their unique experiences of communicating the changes in the curriculum. A qualitative approach has the potential of generating a lot of data that the researcher can analyse, summarize and interpret to answer the research questions (McMillan & Schumacher, 2010).

Furthermore, qualitative research emphasises gathering data in a naturally occurring setting (McMillan & Schumacher, 2010) and the researcher is able to explore a variety of data from different sources. Qualitative researchers are expected to interpret data obtained from the participants and give it meaning. The rationale for using a qualitative

approach in this research was to describe the opinion of curriculum advisors and the SMT on the role of communication in the implementation of curriculum change and how curriculum change is communicated from the curriculum advisors to SMTs. A qualitative approach was further appropriate in order to capture the opinions of curriculum advisors and SMTs on the role of communication in the implementation of curriculum change. Therefore, the use of a qualitative approach in this study enabled the researcher to generate the necessary information by exploring the perspectives of the participants on how communication influences the effective implementation of curriculum changes.

McMillan and Schumacher (2010) identify the following characteristics of qualitative research: doing research in natural settings, being sensitive to the context of the study, direct data collection, obtaining rich narrative description, induction reasoning and being mindful of the perspectives of the participants. Polit and Beck (2010) recognize five characteristics of qualitative research; it is a flexible and elastic data collection method in which the researcher is able to compare data from different participants and sources. The researchers also highlight the back and forth process of data collection and data analysis which is characteristic of a qualitative study. The use of a qualitative approach allowed the researcher to discover multiple perspectives held by different participants during the interview process (Creswell, 2009).

3.3 RESEARCH DESIGN

A research design can be described as a plan on how the research will be carried out (Creswell, 2009). Such a plan is based on certain philosophical background and reasoning. McMillan and Schumacher (2010) define a research design as a set of methods used to collect and analyse data. A research design is a logical plan from getting from here to there, where here refers to the initial set of questions to be answered and there set of conclusions/answers about these questions. Yin (2009) asserts that a research design is a systematic and structured way of collecting and analysing data. The research design gives the researcher direction on how to generate data needed to answer the research questions.

In this study the researcher used a case study as the research design. According to Van Rooyen (2011), case studies concentrate on how participant groups confront specific problems taking a holistic view of the situation. This involves extensive research into a particular issue or situation. The use of case study design gives the researcher the opportunity to seek for deeper responses to the research question (Polit & Beck, 2010). Among others, case studies are a good source of ideas about human behaviour, a good opportunity for innovation and a good method to challenge theoretical assumptions. These advantages make the case study attractive to qualitative researchers in education research. This particular study is an example of a holistic embedded case study involving the curriculum advisors and SMT at schools with different socio-economic backgrounds. This may lead to both different and similar experiences regarding the role of communication in the implementation of curriculum change.

In doing case study, the researcher explores in-depth information of a programme, event, activity, process or one or more individuals (Creswell, 2009). Case study design provides the researcher with an opportunity to be comprehensive in understanding how participants relate and interact with each other. The research using case study design is often done in a real life context and the researcher uses a variety of sources to generate data (Yin, 2009). This study's boundaries are selected primary schools in Gauteng North District and the participants are curriculum advisors, and SMTs. This study aims to explore the role of communication in the implementation of curriculum change and how curriculum advisors and SMT communicate curriculum change in schools.

This research was based on the interpretive paradigm. The intention was to gain a deep understanding on how curriculum advisors and school management teams communicate curriculum changes in schools. The interpretive paradigm was chosen as it focuses on people's subjective experience and the understanding from within. The interpretive researcher assumes that reality is socially constructed (October, 2009) and that the research can only be conducted through interaction between the researcher and the participants. This philosophical mind-set allowed the researcher to interact closely with the participants in order to gain insight and understanding on how SMT and

district officials communicate curriculum change. According to the interpretive approach, education is seen as a process and school as a lived experience (Van Rooyen, 2011). Knowledge is gained through the understanding of the meaning of the process or experience.

3.4 DATA COLLECTION

3.4.1 Research population and sample

Research population is a large collection of individuals that is the main focus of a scientific inquiry (Van Rooyen, 2011). McMillan and Schumacher (2010) refer to a population as a group of elements/cases that conform to specific criteria and the research participants are drawn from the population. However, it is necessary to include everyone in the population in order to get the results or findings. In this study the research population consists of primary schools in the Gauteng North district from which two primary schools was selected. The basis of sampling was that the selected schools were the schools that were incorporated into Gauteng province in 2006. The assumption is that these schools might not have been well resourced by the previous province and not have yet adjusted to Gauteng province operational or communication processes. In terms of geographical location Gauteng North district schools are located north east of Pretoria, surrounded by small industries, and farms and are in a semi-rural settlement.

Sampling is done with a specific purpose in mind (Maree, 2011). Sampling is a process of identifying the participants to be involved in the study (Creswell, 2009). The type of sampling in qualitative research is non-probability and purposive sampling is an example of non-probability sampling. In this study the researcher used purposive sampling to identify the participants. Maree, (2011) explains that the researcher uses purposive sampling to gather rich data from relevant participants who have lived the phenomenon. The advantage of the purposive sampling technique is that the researcher is able to select participants with different characteristics to gain rich data

(Joseph, 2011). Participants were selected on the basis of their in-depth knowledge that was relevant to the research topic. School management team members, namely two school principals, two deputy principals and four HODs from two primary schools were selected as participants. From Gauteng North district, one chief education specialist, one district Assessment Officer and two Subject Advisors were also selected as participants in this study (McMillan & Schumacher, 2010).

3.4.2 Data collection method

The researcher chose the data collection method in the light of the interpretive paradigm. To determine how curriculum advisors and the SMTs communicate the implementation of curriculum change, the researcher used semi-structured individual interviews and interviewed multiple participants. An interview is a two way conversation in which the researcher interacts with the participants to generate data to be used in answering the research questions (Creswell, 2009). Through the conversation, the researcher gathers information on the views and opinions of the participants as well as their beliefs and fears. Semi-structured face-to-face interviews were used to collect data from the curriculum advisors and SMT members. The interview involved open-ended questions, which provided the researcher with the opportunity to probe for more clarity and depth in the responses of the participants. The interview schedule covering vital aspects for the study is presented in the Annexure. The duration of the interviews was about 40 to 60 minutes. Every effort was made not to disrupt the daily functioning of the school. The semi-structured face-to-face interviews were done with individual participants after school activities.

The curriculum advisors were interviewed to establish how they communicate information to schools on the implementation of curriculum change. The SMTs were also interviewed to obtain their own opinions regarding how they decode and encode the information received from the districts on implementation of curriculum change. Interviews constituted face to face interaction between the researcher, curriculum advisors and SMTs. The researcher employed the following probing strategies: detail-

oriented probes (understand who, what and where), elaboration probes (certain example and answers given) and clarification probes (check the understanding of what has been said is accurate) (Maree, 2011).

Interviews were recorded and this was followed by transcribing the recordings. Permission to record these interviews was requested from the participants before the interviews began (Maree, 2010). Recording the interviews on audio-tape helped to capturing accurate data rather than relying on the memory of the researcher (October, 2009). The recorded data enables the researcher to produce verbatim quotations of the responses of the participants, which increases credibility and trustworthiness of the study. The researcher also took notes during the interview to review the answers, ask additional questions at the end of the interview (Creswell, 2009) and reflect on the interview to identify gaps which he needed to explore in a follow-up interview.

3.5 DATA ANALYSIS

Qualitative data analysis can be described as a methodological and organized process in which the raw data is coded, categorized and presented as themes (McMillan & Schumacher, 2010). Data analysis is a continuous process in which the researcher engages with the data and critically analyses the data (Creswell, 2009). The researcher opted for narrative data analysis. As this study is allocated within an interpretive paradigm, the researcher preferred inductive data analysis (Maree, 2011). The qualitative data was divided into different categories and patterns, discussed and interpreted for drawing inferences.

For the purpose of this study, data were analysed through Tesch's open coding method as cited by Creswell (2009). Transcripts of interviews and fields notes were read and re-read. Issues and aspects not pursued during the data collection were pursued or emphasised during the process of data analysis. This approach involved an inductive analysis process of coding, for instance by getting a sense of the whole by reading all the transcriptions carefully. The information collected was grouped into themes. To

identify common themes, issues and aspects emerging from the actual texts were grouped into meaningful units and subsequently categorised into major themes, which were further broken down into sub-themes (Koekemoer & Mostert, 2010). While conducting interviews, the researcher maintained and constantly reviewed records to identify additional questions which he needed to ask.

3.6 TRUSTWORTHINESS AND CREDIBILITY OF THE STUDY

Credibility refers to the extent to which the findings of a study are believable while trustworthiness is about consistency of the research process and findings (Creswell (2009). It is important that a study should be credible and trustworthy. In order to increase the trustworthiness of the study, data were obtained from different participants and the different views and experiences crystallized (Maree & Van Der Westhuizen, 2009). Crystallization refers to the practice of validating results by using multiple data sources or data collection methods (Creswell, 2009). The credibility of the study was enhanced by the use of field notes, memos and audio recording during the interviews. Observations during the interviews, reflections, thoughts and uncertainties of the researcher were recorded in a journal for an audit trail (Creswell, 2009). The participants were given the opportunity to check the interview transcripts and to confirm whether the results and conclusions represented their experiences and views. Among the number of strategies available, the researcher made use of member checks, literature study, triangulation and de-briefing sessions. The researcher used more than one participant in the study: eight SMT members from different post levels per school and four curriculum advisors from the district to ensure that the data collected from the interviews were credible.

3.7 ETHICAL CONSIDERATIONS

Ethics is about the beliefs on what is right and acceptable and what is wrong and morally unacceptable (McMillan & Schumacher, 2010). In doing educational research the researcher is expected to be accountable for ensuring that the participants are not

harmful during the study. In this study, the researcher followed the official procedures required by the University of Pretoria and Faculty of Education's Ethics committee before embarking on data collection. The researcher was subjected to submit an application to the Faculty of Education ethics committee for permission to proceed with the field work of the research. This was done in line with the procedures established by the policy of the Faculty of Education, University of Pretoria. In this study, the researcher first requested permission from Gauteng North district manager before collecting data in the targeted schools.

Participation in this study was voluntary. Participants were not compelled or coerced to participate in the study, which meant that no one was forced to participate in the research (McMillan & Schumacher, 2010). Taole (2013) points out that participation in research should be voluntary and participants must be given option to withdraw from the study at any time if they no longer want to participate.

In the study, the researcher met with participants before the interviews and explained the purpose of the research and the need for the study. The participants were also told about the advantages of participating in the study. Informed consent was obtained from the participants after the explanation of the research and full disclosure of any anticipated risks associated with the study (McMillan & Schumacher, 2010). Before the interview a meeting was held to explain the purpose of the study: to explore the role of communication in the implementation of curriculum change. Participants were informed that the information collected would be used for the purpose of the study and no other uses unrelated to the study. This explanation helped the participants in making informed decisions to participate or withdraw from the study (Ndou, 2008). Informed consent thus complied with accepted ethical procedures (McMillan & Schumacher, 2010).

The researcher used two practices to ensure privacy, that is, anonymity and confidentiality. Anonymity means there is no link between data and participants. Should the researcher wish to quote from the interview transcript, code names were allocated to the participants and the schools. (McMillan & Schumacher, 2010); confidentiality

means only the researcher has access to data and participants' names. The names of participants or personal details were not captured on the tape recordings and transcriptions. The researcher has not published the names of the participants (Taole, 2013). The researcher negotiated the time and venue of the interview with participants and the interviews were conducted in a private room without any distractions. The attached sample cover letter in the Annexure guaranteed confidentiality but not total anonymity of the participants, that is why utmost care was taken not to link personal views and opinions of participants to specific districts or schools.

3.8 SUMMARY OF THE CHAPTER

In chapter three, the researcher presented detailed information about data collection and data analysis. The research approach, design, data collection and analysis methods used to answer the research questions were outlined. Sampling and selection of participants were also explained and the strategies used to ensure credibility and trustworthy presented. The researcher lastly discussed ethical issues that relate to this study such as informed consent, voluntary participation, confidentiality and anonymity. Chapter four presents the research findings and interpretation of the data generated through this process.

CHAPTER 4

RESEARCH FINDINGS

4.1 INTRODUCTION

In the previous chapter, the researcher discussed the research approach, design and methodology. This chapter presents the findings from the data generated during the semi-structured individual interviews with curriculum advisors (district officials) and SMTs from Gauteng North district. The purpose of the interviews was to explore how the curriculum advisors and SMTs communicate curriculum changes in the selected primary schools. Although there is a considerable body of literature on curriculum change in South Africa, little is known about how such changes are communicated to teachers in schools.

The intention of this study was to gain insight into the role of curriculum advisors and SMTs in communicating curriculum changes, the strategies they use and the challenges they experience. The researcher also explored the views of the participants on how to enhance the communication of curriculum changes to schools. The biographical information of the participants in this study is presented in the following section followed by the discussions of the themes identified from the research findings.

To ensure anonymity, codes were used when referring to the responses of the participants. In this data analysis the participants from the district office who deal with curriculum issues are referred to as curriculum advisors although they hold different positions in the district office. The code name for the curriculum advisors are CA 1 for the first district official and CA 2 for the second and so on. The eight members of the SMTs are referred to as SMT1 to SMT 8.

4.2 BIOGRAPHICAL INFORMATION OF THE RESEARCH PARTICIPANTS

Table 4.1 contains the biographical information of curriculum advisors indicating their position at the district office, their gender, age and their years of experience in their current position.

Table 4.1 Biographical Information (curriculum advisors)

Participant	Position	Research site	Gender	Age	Experience in the current position
CA 1	District Assessment official	District office	Female	61	7yrs
CA 2	Subject advisor	District office	Male	44	7yrs
CA 3	Chief Education Specialist	District office	Male	47	7yrs
CA 4	Subject advisor	District office	Female	46	7yrs

Table 4.1 depicts the biographical profile of the Gauteng North district officials who participated in this study. Out of four curriculum advisors two were female and two were male. This table also illustrates the experiences of district officials, namely: District Assessment official, Subject Advisor, and Chief Education Specialist: they all had seven years' work experience in the district; ages ranged between 44 years and 61 years.

Table 4.2 Biographical Information (SMT)

Participant	Position	Research Site	Gender	Age	Experience in current position
SMT 1	Principal	School A	Male	48	5yrs
SMT 2	Deputy Principal	School A	Male	52	4yrs
SMT 3	HOD	School A	Female	51	2yrs
SMT4	HOD	School A	Female	45	1yr
SMT 5	Principal	School B	Male	47	9yrs
SMT 6	Deputy Principal	School B	Female	44	13yrs
SMT 7	HOD	School B	Male	52	10yrs
SMT 8	HOD	School B	Female	56	10yrs

Table 4.2 contains the biographical information of SMT members in terms of their position, the school they worked in, gender, age and experience. Table 4.3 indicates the experience of the SMT (2 Principals, 2 Deputy Principals and 4 HODs), which ranged between 1 and 13 years in their current positions. One HOD was less experienced than her counterparts. Out of the eight participants (SMT), four were male and four female; their age ranged between 44 and 56 years.

4.3 ALIGNMENT OF RESEARCH QUESTIONS AND THE IDENTIFIED THEMES

Table 4.3 shows the order of research questions and the themes.

Table 4.3 Research questions and themes

RESEARCH QUESTION	THEMES/SUB-THEMES
<p>What are the roles of curriculum advisors and SMTs in implementing curriculum changes?</p>	<p><u>Theme 1:</u> The roles of SMTs and curriculum advisors in implementing of curriculum changes</p> <ul style="list-style-type: none"> • Managing human resources • Managing the curriculum • Managing communication
<p>What communication strategies are used by the curriculum advisors and SMTs to communicate curriculum changes in the school?</p>	<p><u>Theme 2:</u> Communication strategies used by curriculum advisors and SMTs to communicate curriculum changes in the schools</p> <ul style="list-style-type: none"> • Oral communication • Written communication
<p>What are the challenges experienced in communicating curriculum changes from the districts to the schools?</p>	<p><u>Theme 3:</u> The challenges experienced in communicating curriculum changes from district to schools.</p> <ul style="list-style-type: none"> • Lack of clarity of what needs to be changed • Time management • Lack of or poor planning • Lack of coordination in communicating curriculum changes • Communication barriers
<p>How can communication be enhanced between the curriculum advisors, and the SMTs?</p>	<p><u>Theme 4:</u> Enhancing the communication of curriculum implementation between the curriculum advisors and SMTs.</p> <ul style="list-style-type: none"> • Planning the communication of curriculum changes • Effective communication • Providing Feedback

4.4 RESEARCH THEMES

4.4.1 Theme 1: The roles of curriculum advisors and SMTs in the implementing of curriculum changes

This section gives an indication of what participants viewed as on their roles in implementing curriculum changes. It was vital to establish whether the curriculum advisors and the SMTs were able to identify their roles in curriculum change. The purpose was to establish how the curriculum advisors and the SMTs communicate these changes while performing these roles.

4.4.1.1 Managing human resource

The data collected during the interviews indicated that the SMTs perceive their role as supporting and monitoring the educators in the implementation of curriculum changes. All the SMTs said that they monitor the work done by the educators in curriculum implementation. Others also monitor the classroom attendance of educators.

My role is to monitor, support and control with regard to curriculum implementation, but there is not enough time to action that as there is too much paper work (SMT 8).

I do collect the attendance register, to see if educators are attending classes, his is like a period register. This means that if there are curriculum changes, there is more intensified responsibility in monitoring educators in relation to class attendance, to ensure that they are able to relate what needs to be changed (SMT1).

All SMTs talked of doing in-service training of their educators to equip them for changes in the curriculum.

My role is to assist, and develop educators to understand the content of the new curriculum (SMT5).

Normally here at home, I do in-service training and I facilitate what I have learned from the district workshops, allocate time and a day for that after school or weekends (SMT 4).

If the district communicates something new to us, I have to facilitate it. It will be based on teaching, based on the workshop that they must attend to enhance that particular change (SMT 6).

I do conduct workshops to develop educators, but sometimes the educators don't have enough knowledge with the subjects as they have not been trained at the college according to the new curriculum (SMT 7).

Other SMTs assume the role of motivating their educators to implement changes in the curriculum.

My role is to motivate educators in implementing curriculum change, as there is too much information and to monitor and supervise them to participate in policy implementation (SMT 4).

The theory that underpins this study emphasizes the understanding of the importance of communication. It is therefore imperative that individual members of the SMTs should understand the importance of communication. Although the SMT might be communicating information from the district to the educators, its importance is not fully appreciated.

The findings from this study showed that SMTs know what is expected of them in terms of monitoring educators' continuous professional development in the implementation of the curriculum. This perspective is consistent with the literature as Mafora and Phorabatho (2013) maintain that monitoring helps to "determine the extent to which the changes have been applied".

The reflections and feedback from the interviewees correlates with the literature on communication in the Department of Education (DoE). The curriculum advisors and SMTs view their role as to monitor, support and control educators as human resources. An effective follow-up system aimed at appraising the success of the communication of changes in the curriculum should be in place. This concurs the framework, which indicates that a “follow-up system should be based on open oral feedback or written feedback” in order to compare results with the target (Rissanen, 2011). Furthermore, some endeavors focus on developing and motivating the educators as human resources and some fulfill a training function. These functions reflect basic management functions, namely to lead, motivate, plan, coordinate and control. All the mentioned functions can only be successful and effective if there is effective communication between the concerned parties.

4.4.1.2 Managing the curriculum

One of the curriculum advisors affirmed that his key responsibilities was to train educators while the other official was more concerned with guiding and monitoring the implementation of the curriculum according to the subject policy.

It is my responsibility to train all schools on all relevant changes in the curriculum such as assessment related practices. Training is by: Workshops, On-site training for teachers and One-on-one support at schools where challenges were identified (CA1).

My role is to make sure that curriculum is implemented, by guidance, monitoring and assistance by using learning area policy. Where there is a challenge, I demonstrate what needs to be done (CA4).

Another district official talked of managing curriculum change by delegating different responsibilities to different officials.

My role is to coordinate management of curriculum change, and I use different people to do that. Subject specialist is the one to mediate curriculum changes in our schools. Curriculum advisors write a report and train during cluster meetings (CA3).

A curriculum advisor regarded his responsibility as interpreting curriculum content and policy to educators.

My role is to interpret the curriculum to educators after the policy developers have set down on agreed changes on curriculum on how that curriculum needs to be implemented. I assist the educators to interpret the policy, in terms of curriculum coverage, depth of the topic and Instructional time (CA2).

This study shows that the curriculum advisors mainly monitor the work done by the teachers during school visits through direct communication.

I do check teacher's file and learners' books and check the relevancy of the assessment plans/tasks, do quality check. At the beginning of each term I do have cluster meetings and communicate what is expected (CA 4)

We do school visits check the written assessments, the use of instructional time, and to check if they are using what we developed for them (CA 2).

This implies that the curriculum advisor may also lack adequate knowledge regarding the curriculum and may thus not be in the position to monitor the implementation of the curriculum in an effective and efficient manner.

The findings of this study indicate the different ways in which the curriculum advisors are engaged in the implementation of the changes in the curriculum. From the above

findings, it emerged that other district officials use the concepts of training instead of coordinating, guidance and interpreting. However, participants seem to be dedicated and understood their roles. Literature indicates that without proper guidance and communication from the SMTs, educators find it difficult to implement curriculum change (Kobola, 2007). This concurred with the views of the curriculum advisors. The theory shows the different multi-directional ways in which communication can take place (Rissanen, 2011). However, the information channel in this study seems to be uni-directional, that is, top-bottom.

The SMTs also explained that they are responsible for planning and monitoring assessment of different subjects.

As School Assessment Team coordinator I make sure that plans are drawn, manage the assessment plan activities, results of the analysis tests written and the policies are followed in their different subjects (SMT 2).

The SMTs mentioned that teachers are not trained in subjects they teach; therefore, the SMTs expect the curriculum advisors to organize workshops to explain the curriculum changes. This is because most educators at primary schools are allocated subjects for which they were not trained. Hence, educators sometimes do not understand what should be implemented and adapted. A member of the SMT said:

If I don't understand what needs to be changed, I won't be able to convey the message directly to educators and give accurate information regarding curriculum change (SMT 3).

The responses of the participants in this study suggest a need to understand the content of what should change which can only be achieved through a well-structured communication system.

These findings show the crucial role that the curriculum advisors and the SMTs play in implementing curriculum changes. The implementation of any changes in the curriculum requires trusting, supportive and open communication between and among teachers (Onojerena, 2014). This will build high morale, promote educators' ownership of the process and enable them to execute their duties effectively. Effective communication will ensure coherence and reduce contradictions in the implementation of curriculum change.

4.4.1.3 Managing communication

The theory used in this study emphasizes that communication is no longer only the responsibility of communication professionals or the leader, but is an interactive dialogue in which all stakeholders are involved. Meaning of the message is created together through dialogue. According to Rissanen (2011), communication requires interactive dialogue as it belongs to everyone. Although the curriculum advisors and SMTs are communicating curriculum changes, there is a lack of understanding regarding feedback.

The third sub-theme of theme 1 is the management of communication. Communication always involves others and the traditional communication theories reflect a sender, a message and a receiver. In this sub-theme the focus is on the sender and the way the message is sent.

I do cascade information from district to educators as sometimes they don't read the circulars, this is done through meetings. E-mails should also be sent to the educators not to the principal alone. Principal forgets to give the teachers information (SMT 7).

If the district communicate something new to us I have to facilitate it, it will be based on teaching, based on the workshop that they must attend to enhance that particular change SMT6).

SMTs were not only concerned with conveying the message from the district but also sending the messages on time and making meaning of the messages sent from the district office.

If I don't understand what needs to be changed, I won't be able to convey the message directly to educators and give accurate information. My role is to assist, and develop educators to understand the content of the new curriculum (SMT 5).

Curriculum implementers must make sure that those circulars and memos are easy to understand as sometimes is difficult to interpret the memos from the district (SMT4).

Memos should reach the school on time (SMT 8).

SMT expect - the use of effective communication such as SMS followed with phone calls to ensure that the messages reach relevant people Counter-checks to ensure that the messages sent from the district are not misinterpreted (SMT 1).

The SMTs expected the district office to communicate clear message that the teachers who are the implementers can grasp. Communication of curriculum issues in South African schools is hierarchical; this implies that messages are passed in a top-down manner. When such messages pass through different people, they may be interpreted in different ways. While the recipients may want to raise a question, it sometimes becomes difficult to get convincing responses because the conveyer of the message is not the original source (Nyambe-Kganye, 2005). According to Oswalt (2011), lines of communication need to be clear. It is vital that leaders should define the objectives and the expectations on task to be performed, as poor communication will lead to demotivated staff members.

The above statements concur with the literature, which states that if communication is faulty, it is impossible to teach anybody anything. Steyn and Van Niekerk (2008) stressed the need for good communication as tasks in the school have become

complex and demanding. This is in agreement with the theoretical framework. According to Rissanen (2011), effective communication includes receiving immediate feedback from the receivers of the message. The theory which underpins this study emphasizes the need for interactive communication in order to get clear feedback. This allows educators to reflect on what needs to be implemented; feedback can be used to make important decisions, improve performance and as a vehicle for continued learning. The following paragraphs discuss the communication strategies used by curriculum advisors and the SMT, focusing on the oral and written communication and their advantages and disadvantages.

4.4.2 Theme 2: Communication strategies used by curriculum advisors and SMTs to communicate curriculum changes in the schools

The objective of the study was to explore the role of communication in the implementation of curriculum changes and to describe the channels of communication used by curriculum advisors and SMTs. The researcher wanted to know how the implementation of curriculum changes are communicated to the schools from the district by exploring and describing the communication channels used. During the interviews the following strategies were identified pertaining to the communication of curriculum changes. The sub-themes identified include: oral communication in meetings, workshops and during school visits and written communication to schools such as, circulars and memos.

4.4.2.1 Oral communication

During the interviews the participants indicated that most oral communication takes place through meetings in various circles and levels (grade, subject, general staff etc.). Some verbal communication opportunities occur in workshops and cluster meetings. The participants affirmed that the most common way of sharing oral communication is via cluster meetings. Communication also takes place one-one by means of peer learning groups within the social learning construct (where people learn from others).

After attending the district's workshop, we conduct the workshops at school and give the educators material to read for themselves (SMT 5)

When we have attended the cluster meetings, we meet again as a school to consolidate, to engage those educators who did not attend the cluster meetings (SMT 5).

Each and every curriculum advisor (subject advisor) must have at least one meeting per term (CA 3).

You empower some individual, team/pair some schools during school visit programmes. We communicate the changes and we need evidence in the form of classwork, assessment files and forms of assessment (CA 2).

I use grade meetings which are held every term to update educators on the changes in curriculum, to clarify issues and motivate them (SMT2).

We do have grade meetings and share the information. We often meet once in a week as per department policy after hours, If there are no meetings, sometimes you will find conflicting information, educators doing different things (SMT3)

Because we have different departments, we have meetings per department where we are sharing information, communicating policies regarding that specific subject in that department (SMT 7).

There are several avenues through which the curriculum can be communicated verbally. Some platforms are within the school and the classroom; others are external and involves teachers from other schools, for example, at cluster and staff meetings This finding is consistent with the theory emphasizing that the approach of meetings is based on the idea of interactive communication, that is, where communication can take place interactively among all stakeholders (actors) (Rissanen, 2011). This is in agreement with Van Deventer and Kruger (2011), who state that the HOD should hold

regular meeting to guide educators in implementing subject content. It indicates that communication is an interactive space instead of only the sender, receiver and communication channel. Nyemebe-Kganye (2005) adds that to bring people together is the best option for better understanding and classification of instructions. There is interaction between the curriculum advisor and one teacher or a group of teachers. Likewise the SMTs communicate with an individual teacher or a group of teachers. This provides an opportunity for self-reflection on one's practices and collaborative peer learning and interaction such as in cluster meetings.

4.4.2.2 Written communication

Communication of curriculum changes is also conveyed through non-verbal means, such as written messages. This sub-theme focuses on the use of written communication. In the interviews, the curriculum advisors indicated that they use written communication and technology as follows:

Official documents; New Policy documents, Circulars, Memoranda, Assessment Guidelines are delivered to schools or issued at SAT meetings where schools signs as proof of receipt. Schools are expected to mediate with staff members all the changes at meetings. Coordinators attending the meeting must report back at school. Documents are then copied on CD and sent to schools for mediation. Memorandum from the District is sent to inform schools on relevant implementations required at the specific time and e-mails are sent to confirm the use of the relevant documents/implementation of changes (CA 1).

We use the memo to invite schools to meetings and trainings. We also use the district term calendar to inform them about the activity for that term. I use e-mail as it has a paper trail to a principal to request certain information from him, with that e-mail you will be able

to trace the information. Whether the message reached schools we see by attendance of the participants (CA 3).

I use e-mails and WhatsApp group for my group will acknowledge the receipts of message. A memo is written to schools for educators to attend cluster meetings; mails are sent to individuals and the schools, both e-mails and WhatsApp are effective and I do follow-up (CA 4).

It seems that the curriculum advisors use technology as an avenue to communicate written messages to schools. They appreciate the advantages of using technology but are also aware of some of the challenges of using technology as a media of communication.

The SMTs in this study mentioned that they use hard copy, written documents and technology to communicate curriculum changes to their educators. They also indicated concerns regarding the use of technology to communicate with the teachers.

Educators are lazy to read even they are given those documents on time. Sometimes the memos are clear and sometimes not clear, we sometimes phone the district for further clarity, e.g. moderations (SMT 2).

We also use internal memos to inform teachers and briefings for further clarity and these memos are written a week before the submission date (SMT 8).

I communicate with educators through Communiqué book; I circulate the book so that teachers can read; still some of the educators are lazy to read and they just sign (SMT 7).

The disadvantages of non-verbal communication were expressed by the curriculum advisors and the SMTs. Challenges included the lack of certainty regarding whether the message was read or not, lack of room for immediate feedback and lack of clarity of the

sent message. Van Deventer and Kruger (2011) identify one disadvantage of written communication: it is time consuming. On the other hand, written communication is a very effective way of communication as written messages can be planned, worded carefully and form part of evidence which can be referred to later. Although there is increase in the use of technology for communication, the participants in this study were concerned about the challenges related to using technology in communicating curriculum changes. Written communication is advantageous unlike, for instance, face-to-face communication as it is based on words and the meaning of words. Informing a large number of educators through written communication (e.g. the memo) is cost effective. With regard to policy matters, however, it is vital to use written communication because at a later stage the receiver can refer back to documents in order to assimilate the information (Steyn & Van Niekerk, 2008). However, the theoretical framework of this study shows that for communication to be effective there should be interaction and written communication is generally non-interactive. Interactive communication requires the sharing of information, dialogue and creates interpretation of the findings between the researcher and the participants (Rissanen, 2011). The findings revealed that educators are often reluctant to read documents and these at times do not contain clear curriculum change messages. This leads to the challenges experienced in communicating curriculum changes which will be discussed in the following theme.

4.4.3 Theme 3: The challenges experienced in communicating curriculum changes from districts to schools

In this study, the challenges experienced in communicating curriculum changes include: lack of clarity on the changes that need to be made, time management, lack of or poor planning, lack of coordination of communication activities and communication barriers.

4.4.3.1 Lack of clarity of what needs to be changed

A challenge experienced by the SMTs is lack of clear communication of the changes in the curriculum, inability to differentiate issues of learner assessment and the inability to

distinguish between meanings of concepts and procedures described in RNCS and CAPS respectively.

Educators can't differentiate between the previous curriculum and the changes needed to be implemented; it looks like they are the same. As a school we write down the challenges so that the district assists in addressing some of the challenges (SMT 5).

The comment illustrates that educators do not have a clear understanding or cannot distinguish what needs to be changed as they are confused. This view became evident when some educators indicated that the curriculum still appears to be the same. Similarly, Ergen (2010:5) indicated that, "in a task orientated communication, the accuracy of information is necessary". Thus, it is important that the educators understand what exactly need to be changed and implemented, so that their teaching practices can be improved. From the theory perspective, extensive involvement of stakeholders facilitates the understanding and implementation of what should be changed. If stakeholders are involved from the beginning, their attitude towards change will be positive (Rissanen, 2011). Thus, the stakeholders will own the process of change and embrace it; this will lead to improved productivity and enhanced quality of teaching.

4.4.3.2 Time management

An important aspect of communication is time management. If a message is not sent at a required time, it loses its effectiveness. The findings of this study show that changes in the curriculum are at times communicated to schools at short notice, allowing little or no time for feedback from the recipients of the message. Effective communication is two-way and the communicated message should be understood as intended by the sender. Communication involves feedback from the receiver and if the meeting time is too brief, insufficient or no feedback from the receivers (educators) is received. The recipients of the messages do not get enough time to internalize the changes expected of them to implement. This can cause a negative attitude towards the implementation of

curriculum changes and incorrect decoding of information. The SMT who is the receiver of message from the curriculum advisor experienced the following challenges:

There is not enough time to check the e-mails as sometimes they will send them during the night that educators should attend the workshops the following day, I don't understand maybe the district is getting the pressure from head office. Hardcopies memos/circulars are only collected on Wednesdays as such we receive them late; others not signed (SMT 6).

Afternoon workshops are too short to grasp everything, ample time needs to be allocated in order to get enough time to explain in detail and to discuss whatever needed to be changed or implemented. While trying to adjust and understand what need to be changed and implemented, districts officials will come up with other new things, it affects planning as you have to restructure (SMT3).

The curriculum advisors also talked about lack of feedback. This was not due to a lack of time but to management laxity. Managers did not ensure that teachers who had undergone training communicated what they had learnt at meetings to others who did not attend such meetings.

Educators attending meetings, representatives do not give feedback at schools, Management practices at schools must improve, and report back after attending meetings must be ensured by the Principal (CA 1).

Effectiveness of a message depends on the feedback received from the recipient which is conveyed back to the source of the message (Mngoma, 2007). Feedback is important in communication as it provides clarity and confirms how the conveyed message has been interpreted by the receiver. Nkwana (2010) emphasized that, in the continuous discussions about a new programme among departmental officials, the principals and

educators are the key to successful implementation of the programme. The role that needs to be played by the different stakeholders should be clearly stated in order to achieve expected goals in implementing changes in the curriculum. Successful implementation of the curriculum depends on the extent to which all consumers are informed and have been prepared for the envisaged change (Nkwana, 2010). The issue of time management is viewed as a challenge as it contributes to poor planning.

4.4.3.3 Lack of or poor planning

The participants in this study reported the inconvenience they experienced due to lack of planning with regard to communicating curriculum changes. Unplanned meetings cause disruptions of duties and responsibilities of the SMTs.

There are unplanned departmental and district meetings, where the MEC will just call to attend those meetings...there are too many departmental meetings, time factor is a challenge. Some of the information is not communicated on time. We will plan for this and the department will call an urgent meeting and one needs to leave whatever was planned and attend to departmental meetings (SMT 1). E-mails and SMSs are sent randomly during the night... . This affects the lessons at schools, as you have to leave whatever was planned for that day and attend to their request. It disrupts the programme of the school as it is at short notice (SMT 4).

It is evident from the researcher's findings that SMTs do not receive invitations to attend meetings within a reasonable timeframe and several meetings are unplanned. According to the findings, due to poor planning these *ad hoc* meetings have an impact on teaching and learning. Educators become demotivated, frustrated and this might diminish the quality of teaching and learning. The findings concur with Nyembe-Kganye (2005) who commented that without proper planning, educators will be frustrated. Another factor that has a negative impact on the educators was that urgent meetings

are called during contact time and lessons are disrupted and this is not acceptable. As stipulated in the literature, the findings concur with Oswald (2011), who noted that planning on how communication will take place is crucial as it includes lines of communication. Rissanen (2011) states that information and knowledge is shared through dialogue. Such dialogues need to be planned in advance to make the interaction effective. It can also be seen from the above that without operational planning, officials are involved in nothing else but crisis management (Van Deventer & Kruger 2011).

4.4.3.4 Lack of coordination in communicating curriculum changes

The SMTs in this study were of the opinion that activities and communication of changes in the curriculum are not coordinated from the district to the schools. Good coordination may reduce conflict in activities and facilitate communication between the district office and the teachers. The following comments illustrate the lack of coordinated activities and communication.

Two different sections asking for same information but each section wants it in a different format. There is no communication within the district as they will require the same information from different sections. Sometimes their curriculum support meetings clashes. If you are teaching Natural Sciences and Mathematics, one will find that there are two meetings at the same date and time for both Mathematics and Science, so educators will not know which one to attend (SMT 2)

Results analysis will be requested from the District Assessment Team and the curriculum implementers will require the same information. The systems at the district - they are not talking to each other. Information should be transferred to the data base at the districts, so that if the other section requires information, it should go to the data (SMT 4).

Lack of coordinated activities suggests a lack of planning and a lack of defined communication structures and channels. Agreed upon and planned communication alleviates duplication of activities and resources when different sections of the department ask for the same information from schools.

4.4.3.5 Communication barriers

Educators experience challenges regarding the means of communication. Moreover, communication did not reach the teachers. The participants said:

The challenge is the communication. Sometimes I will send the memo to school. The clerk will keep the memo and not distribute it to the relevant people (CA 4).

It happens that certain information is not given from the educators; information does not reach us... SMT need to be updated (SMT 8)

The e-mails are opened by admin clerks and not by SMT. It is not printed for teachers. Hard copies like memoranda, policy documents sent to schools are sometime filed and not mediated. SMTs at schools must ensure that documents are read by all staff members, e.g. slip to sign by all teachers attached to document (CA1).

Sometimes you can't trust SMS's (WhatsApp) particularly, because some people will tell you that I did not have data bundles. Other will say with me, SMS are not reliable (CA3).

Sometimes the districts will send e-mails and only to find that you can't read it because of the network is unavailable. This causes the delay (SMT 8).

These excerpts from the interviews indicate problems with the on-line mode of communication, for instance, the network. The findings are consistent with the literature study, as Steyn and van Niekerk (2008) state that selecting the communication media

depends on factors, such as form and the availability of resources. If the media are not carefully chosen, it will create a barrier to communication, that is, something which may distort information during the encoding-sending-decoding (Ergen, 2010). Furthermore, principals often delegate to clerks the dissemination of e-mails from the district office; however, clerks do not always share the information with stakeholders, such as the SMTs. This obstructs the implementation of curriculum changes. This finding indicates that curriculum advisors are not doing enough to follow-up the management of communication. Follow-up can be seen as a strategy of providing feedback which can be used to monitor communication (Rissanen, 2011). Communication requires constant and collaborative daily follow-up on the messages that are conveyed from senders to receivers of messages. Seeing that curriculum advisors complained about the information which does not reach educators, it follows that on-line communication and clerks delegated to disseminate information do not meet the expectations as there are delays and some information is not distributed. The lack of interactive follow-up is a barrier.

In the next theme the researcher will discuss what the participants recommended to enhance the communication by providing feedback and planning the communication of curriculum changes.

4.4.4 Theme 4: Enhancing the communication between curriculum advisors and SMTs on implementing the changes in the curriculum

The participants in this study mentioned several ways in which communication between the curriculum advisors and the SMTs can be improved to effect the changes in the curriculum. Lack of planning with regard to communicating changes in the curriculum was perceived as one of the challenges experienced by the participants. The following is what the participants proposed could be improved to enhance the communication of curriculum changes.

4.4.4.1 Planning the communication of curriculum changes

The best way to improve communication is to start with good planning. When the participants were asked what they could do to enhance communication of curriculum changes, their responses were as follows:

Proper communication channels and proper planning are vital. If our head office and districts can plan properly, it will give schools proper time to monitor curriculum and support educators. To avoid the clash of dates, communication should also be done on time and this will give us enough time to monitor and control curriculum (SMT 1).

The District must plan what needed to be changed, carefully, thoroughly and send those e-mails and SMS on time. No rush, rush ... there is short notice to implement the curriculum change most of the time. Currently we are just randomly called to the meetings and trying to complain department will tell us to comply... most of the things that we are doing, they just comply (SMT 2)

Correct timing and time management cannot be underestimated in the process of communication. Martin Wright and Associates, (2009) states timing is everything in communication. In this study the participants mentioned that:

At the District if there is a change, they must plan on time; there should be enough time to implement these changes. I think what can be done is for educators not to do multi-teaching, if teaching English; it should be English only, not an extra subject. They should employ more educators to minimize workload and allow time for implementing curriculum changes (SMT 4).

I conduct class visits and keep records for those visits in the form of monitoring tools. I write the communiqué to educators to be informed

about the visits, indicate the dates when I am going to collect the books (SMT 5).

Against the background of communicating the implementation of curriculum changes which includes planning, participants were in agreement that proper planning is of utmost importance and the district should take full responsibility for the planning of curriculum changes. The importance of planning is consistent with the NCS (2009) report which states that there is no clear and widely communicated plan for the implementation of curriculum changes. It is not a good idea to be reactive and communicate spontaneously during the process of curriculum changes, it must be planned. These comments are in line with Klein (1996) who says that for change to be effected, it is important that effective communication methods are used. Therefore, it is essential to plan properly to ensure that the process of implementation runs smoothly in order to achieve the intended goals. This finding is in agreement with Du Plessis (2013) who found confusion and uncertainty due to poor communication.

The theory emphasises that “communication should be based on dialogue, goals shared in understanding and interpretation between different actors” (Rissanen, 2011:52). The data also showed that the district officials worked in silos, as support meetings often clashed. This implied that important information was not always adequately conveyed to teachers. The data also indicated that the participants are concerned about insufficient time to implement the curriculum changes. There is also a shortage of staff as some educators are multi-teaching and it remains the responsibility of the department to employ more educators.

Feedback should not be viewed as a negative process (Guo & Sanchez, 2005), but a strategy to enhance goals, awareness and learning. In the implementation of the curriculum, all stakeholders (curriculum advisors, principals and educators) should view feedback as constructive in nature and should answer the question: how are we doing?” According to Guo and Sanchez (2005), multiple and simultaneous demands cause messages to be incorrectly decoded. With regard to communication barriers, either what

is said is not heard, what is heard is not interpreted right and what is interpreted cannot be accepted. Ergen (2010) considered communication barriers as anything that filters, blocks or distorts the messages or the information during the process of encoding-sending-decoding. Communication depends on both the parties and demands both parties to be in sync with each other; educators should be informed and engaged through regular and effective communications.

4.4.4.2 Effective communication

Effective communication depends a lot on its timing and the opportunity provided to the recipient of the message to provide feedback.

I do participate in those grade meetings, I don't just go there to observe, but to add and check whether whatever is discussed in those meetings is correct according to mentioned specific circulars and so on. Minutes will be written as part of reference /proof that whatever needed to be implemented was communicated to educators and do follow-ups. Verbal communication is not enough to confirm whether what was discussed is implemented. Some of the HODs don't have monitoring tools for curriculum change (SMT 2). Maybe the district should extend the hours of the training session. We need ample time; it is difficult to cascade incomplete information because you did not understand everything because the training was congested (SMT 5).

From the following quotes it is clear that management times and calendars are not always synchronized with teaching times and calendars.

A district official recommended organized access of electronic communication.

Advise SMT to have a member of the HOD/Deputy (SMT) responsible for e-mails and the SMTs must attach a list with all staff members' names to all documents e.g. memoranda, policies, etc., where teachers must sign after studying the document (CA1).

4.4.4.3 Providing feedback

Feedback is part of effective communication as was revealed in this study. The interviews indicated that the SMT should follow a management plan during the monitoring process as this will indicate consistency in the whole process of monitoring, challenges can be identified and ample time provided to give feedback to educators. It was also clear that feedback is vital and this is done through discussion in meetings.

The educators, after attending the workshops, have to give us feedback, brief us regarding the workshop. It depends on the policy if there are changes. I have to reconcile with the policy of that specific subject matter, and check learners' books whether they correspond to the policy (SMT 6).

The educators should report back after attending meetings/workshops. This must be compulsory (CA1).

Feedback in this study refers to the sharing or communication of information on proposed curriculum changes by the educators who attend the workshops to the rest of the school. However, for schools to operate without disruptions, only a few educators attend the workshops organized by the Department of Education. Other teachers expect to be coached by the educators who attend training at workshops. Thus, the interpretation of the concept feedback in this study is different from the description of feedback provided by Badenhorst (2003). He states that feedback is used to establish if the envisaged objective of the message has in fact been achieved. Feedback serves to check if the sent message is interpreted correctly and if there are misinterpretations that need corrective measures to be taken.

The data indicates a lack of or no feedback from the educators who attend the support meetings. On this topic, both the SMTs and district officials are in agreement. Guo & Sanchez (2005) asserts that feedback is a strategy to enhance goals, awareness and learning and no system can survive without feedback (Clampit, 2013). The interactive leadership communication theory highlights the importance of feedback and follow-up in communication. Feedback and the follow-up process is a shared interaction process between the different stakeholders (Rissanen, 2011).

The findings of this study show that SMTs seems to know what is expected of them in monitoring educators' professional development and the participants seem to be dedicated and understand their roles. From the finding several avenues emerged through which the curriculum can be communicated, namely verbally which is person to person, hands on, within the school and cluster meetings. Many challenges were noted: a lack of immediate feedback, whether the message sent was read or not and also lack of clarity of the sent message; educators are reluctant to read documents; short notice of meetings and poor planning; and the negative impact of ad hoc meeting on teaching and learning. Several meetings are unplanned and SMTs do not receive invitation within a reasonable timeframe.

Concern was raised about a lack of coordinated activities which suggests a lack of planning and a lack of defined communication structures channels. On the other hand district officials are not doing enough to follow up management of communication and management times and calendars are not always synchronized with teaching times and calendars. The latter might cause frustration and confusion to educators which will have a negative impact on teaching and learning.

The next paragraph will summarize chapter 4.

4.5 SUMMARY OF THE CHAPTER

In chapter 4 the responses of the curriculum advisors and the SMTs to the interview questions were presented as themes. The emerging findings in response to the interview questions were compared with literature on the topic.

In the next chapter, the summary of the findings are presented, conclusions drawn and recommendations based on the study are made. The researcher also suggests possible future research areas on the current topic.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter gives a summary of the research findings in form of themes which are aligned with the research questions. The findings are discussed in relation to the reviewed literature on the topic. The researcher draws conclusion and makes recommendations from the findings of the study. The study explored the role of curriculum advisors and SMTs in communicating curriculum changes and the strategies they use in the communication process. The study also investigated the challenges experienced by curriculum advisors and SMTs and their views on how to enhance communication. The rationale of the study is based on radical curriculum changes that need to be implemented in schools and the lack of knowledge of how the changes are communicated to the schools. The participants who participated in the study were curriculum advisors and SMT members from two primary schools in a district in Gauteng, South Africa. Data were generated through semi-structured interviews with the participants.

5.2 SUMMARY OF RESEARCH FINDINGS

The summary of the findings are based on the four themes that answer the research questions. The themes are discussed in relation to literature on the research topic and the theoretical framework discussed in chapter one of this study. The research questions were as follows:

- What are the roles of curriculum advisors and SMTs in implementing of curriculum changes?
- What communication strategies are used by the curriculum advisors and SMTs to communicate curriculum changes in the school?

- What are the challenges experienced in communicating curriculum changes from the districts to the schools?
- How can communication be enhanced between the curriculum advisors, and the SMTs?

5.2.1 Theme 1: The roles of curriculum advisors and SMTs in implementing curriculum changes

The purpose was to establish how the curriculum advisors and SMTs perceive their roles in implementing curriculum changes. The data collected during the interviews indicated that the curriculum advisor's role includes developing educators in order to understand new curriculum developments. They conduct in-service training, workshops, individual training and mentoring, coordinate curriculum implementation and motivate educators to implement curriculum. The SMTs also perceived their role as supporting and monitoring the educators in the implementation of curriculum changes. Regarding the implementation of curriculum changes the curriculum advisors and the SMTs view their roles in much the same way; the means of communicating changes is also similar. They fulfill leadership and management roles and functions such as monitoring, guiding, and supporting and controlling the implementation of curriculum changes.

Considerable monitoring, support and control take place to assess whether the message on the changes in the curriculum was understood and consequently whether it was implemented as intended. Participants indicated that they did a lot of assisting and motivating educators to implement curriculum changes and to coordinate implementation via various role players. The role of workshops was emphasized by the curriculum advisors and the SMTs in which there were ample opportunities for training the educators and developing the knowledge and skills required in implementing curriculum changes. The workshops provide interactive sessions through which communication and feedback takes place. Most participants agreed that communication plays a vital role in curriculum change and they have to first understand and acknowledge what needs to be changed so that they are able to communicate it to

others. This finding aligns with Wanjiku (2012:53) who asserts that the role of head teacher can only be realized by an established comprehensive system of communication.

The school cannot function efficiently and effectively if human resources, the curriculum and communication processes are inadequately managed. The research revealed that the curriculum advisors and SMTs support and monitor schools and educators respectively. The partial understanding of the role of SMTs in the implementation of curriculum changes is attributed to insufficient time as endorsed by the participants. Members of SMTs are expected to teach as well as cope with an overload of administrative activities. This suggests that SMTs do not play their role fully in communicating the implementation of curriculum changes. Rissanen (2011) states that a leader plays an important role in sharing information and influences the interaction that takes place in an organization. The findings indicated that SMTs provides in-service training at schools; however, certain educators lack content knowledge in subjects for which they were not trained during preservice teacher training.

The research also revealed that the role of curriculum advisors is to interpret the curriculum according to the policy. This concurs with Narsee (2006), who indicated that the district officials should ensure that schools implement and adhere to policy. The study shows that curriculum advisors do not all agree on their role as most indicated class visits and training as their main role; others emphasised support and monitoring. Some felt they should conduct class visits and monitor educators by observing them in class. As class visits inspired resistance among teachers, curriculum advisors sometimes have to “not passively transmit policy...but they occasionally actively explain and defend policy” (Narsee, 2006:151-152). Others felt that permission for class visits should be first negotiated with the educators; this might affect lines of communication as protocol should be observed. Rissanen (2011) communication theory stresses the importance of the communication skills of the leader and the relationship between the leader and other stakeholders in the organization.

5.2.2 Theme 2: Communication strategies are used by the curriculum advisors and SMTs to communicate curriculum changes in the school

The communication strategies used by the curriculum advisors and the SMTs include verbal and written communication. Verbal communication occurs during internal meetings, such as departmental, grade and staff meetings. External verbal communication includes cluster meetings and workshops. Communication also take place during individual support sessions at schools and in peer learning committees (PLC), school or/and team pairing, regular meetings with principals, internal memos, use of a communiqué book, SMS and WhatsApp messages. Another strategy used by the curriculum advisors and the SMTs is to assess communication of the implementation of curriculum changes in written evidence provided by educators, for example classwork, assessment files and forms of assessment. The information obtained from the participants suggests that curriculum advisors rely more on mass communication media, such as bulk SMS or WhatsApp groups to communicate with the SMTs. At times information is recorded on computer discs, which are given as guidance to educators in implementing curriculum changes. In contrast, SMTs talked mainly of communicating with educators during workshops and cluster meeting.

Some curriculum advisors also had direct contact and communication with the educators when they visited schools to monitor educators' work. The SMTs also engaged with non-participants of workshops and provided feedback and information on workshops. SMTs also went the extra mile by engaging with educators who were not able to attend workshops about the expected changes in the curriculum. The SMTs also had personal contact with the educators through verbal communication and used communiqué books to send messages to the educators on curriculum issues.

It is the responsibility of the SMTs to liaise and coordinate teaching (EEA, 1998) and this is supported by Wanjiku (2012) who found that most SMTs used the staff meetings to communicate information on curriculum implementation. Khuluse (2004) maintains that lack of communication skills and lack of trust are problems encountered by SMTs.

Rissanen (2011) also identified trust as an important value in organizational relationships and communication.

This study established that most of the SMT members and curriculum advisors reported that they always organise or use meetings to communicate information on curriculum changes (e.g. cluster meetings). Meetings are often regarded as easier because they allow for immediate one-on-one feedback. This is supported by Nyembe–Kganye (2005:37), who states that, “people prefer personal contact as it is the best option for better understanding and clarification of instructions”. Mngoma (2007) added that feedback can be used as a yardstick of the effectiveness of communication.

Oral communication (e.g. meetings) seems to be preferable for immediate feedback. Moreover, according to the theory used in this study, feedback encourages everyone in an organisation to be involved and share information with each other continuously because of interactive relationships (Rissanen, 2011). However, written communication allows us to plan what needs to be conveyed and references can also be made to the documents at a later stage. Mngoma (2007) asserts that what is in print can be used as a reference whenever there is a need.

This study indicated that most frequently official documents are delivered to schools and arrangements are made for them to be collected at a central point. The findings showed that this system was partially effective as sometimes memos arrive late. Narsee (2006:161) also found that, “this system appears to be working, though sometimes they are critical about late notification of meetings.”

Challenges in communicating curriculum changes will be discussed in the following theme.

5.2.3 Theme 3: Challenges experienced in communicating curriculum changes from the districts to the schools

Some messages were not sent in time for the SMTs to effect changes in the curriculum. Similarly, Smit (2001) discussed how teachers were concerned about late arrival of information at schools. Some meetings scheduled to communicate curriculum changes conflict with one another due to lack of communication and coordination of activities at the department level. According to Van Deventer (2011), the structure and the coordination of activities in an organization influence the framework of communication lines. The SMTs also talked of workshops that were too short for participants to grasp all the information communicated, thus stressing that adequate time is needed to communicate the changes in the curriculum. This is in agreement with Du Plessis (2013), who found that educators were not equipped with sufficient knowledge as in-depth workshops were not conducted. In general only crash courses and two-day training were offered.

E-mails and SMS messages were sent randomly after hours and often affected classes as attendance of meetings disrupted the school programme. This shows that activities are not well planned and coordinated and there is lack of regard for possible interruption of teaching and learning, which is the core responsibility of educators. At times communication from curriculum advisors such as e-mails are not printed and distributed to educators by the principal or admin staff. Withholding the communication of information has a negative effect on communicating changes in the curriculum because messages from the curriculum advisors do not reach the educators to implement the expected changes. Although Mngoma (2007) posits that “internet is the ultimate tool in interactive communication, where the education sector can benefit”, there are challenges related to using technology to communicate curriculum changes to SMTs and other educators, such as lack of data bundles and network problems.

Most frustrating are unplanned and unannounced departmental and district meetings. Narsee (2006) found that educators are critical about late notification of meetings. Some

members of the SMTs felt that there were too many meetings and that their available time did not allow attendance. Requests for information from various departments or officials in the districts were duplicated due to a lack of communication among district officials. According to Van Deventer (2011:123), “coordinating is essentially good teamwork and ensures that members are working together.” This means that the district officials should communicate/work together in requesting documents from schools and have a data base from which information can be retrieved. Some educators who attended meetings did not provide proper feedback to colleagues at schools. Educators who are not subject specialists found it hard to implement curriculum changes, while others taught too many subjects. HODs often have too much administrative work to engage meaningfully with curriculum implementation. Principals and representatives are often guilty of not providing feedback. According to Kobola (2007), educators find it difficult to implement the curriculum without proper guidance from the principals.

The participants emphasized that without effective meetings and consistent interpretation of memos, there is ambiguity in implementing curriculum change. This matter was also discussed by Narsee (2006:161), in terms of cluster meetings, which cause confusion as the “messages carried by teachers from these meetings sometimes clash with the policy.”

5.2.4 Theme 4: Enhancing the communication of curriculum implementation from the curriculum advisors and SMT

A strategy that emerged from the data that could enhance communication of changes in the curriculum is proper planning. The participants suggested that the planning of communication of curriculum changes should include adequate time for providing feedback and the use of different modes of communication including the use of technology. Clampitt (2013) asserts that no system can survive without feedback. Feedback should not be viewed as a negative process but a strategy to enhance goals, awareness and learning (Guo & Sanchez, 2005).

Magagula (2008) states that for communication to be effective, appropriate communication channels should be used. Before making a decision on the communication channel to be used, it is important for the sender of the message to consider the advantages and disadvantages of different channels. The nature of the message in term of complexity, delivery time and the urgency of the message are factors to consider when making a decision on the communication channel to be used to pass on the message. Rissanen (2011) states that the communication channel to be used by leaders should take into consideration the behaviours and attitudes of the employees.

In this study, the curriculum advisors and SMTs suggested improvement of communication through the use of e-mail communication and WhatsApp messages which should be send timeously and made available not only to principals but to all involved. It seems that some e-mails and memos are unnecessarily complicated and could be made more consumable by being concise and to the point. This correlates with the research of Steyn and Van Niekerk (2008) who found that people better understand messages that do not overwhelm them with too much information at once.

Nkwana (2010) also asserts that support in the dissemination of information plays an important role in the success of curriculum delivery. It is evident from the study that using a monitoring tool to check on the extent to which the curriculum changes are implemented is regarded as part of the support and feedback process. The SMTs perceived their main role in implementing curriculum changes as monitoring. The participants also talked of communicating information and knowledge gained from the workshops with other educators who did not attend the workshops. The messages conveyed from the workshops to schools contribute to the communication of curriculum changes from curriculum advisors to the educators. As indicated in the theory, the use of e-mails is not as interactive as forums/meetings (face-to-face) where the comments are made and participants are engaged actively. The Interactive Leadership Communication Space model argues that during communication there should be

feedback to assess whether what is being communicated has been assimilated or understood (Rissanen, 2011).

Effective teaching and learning is fundamentally important in schools and requires proper implementation and monitoring thereof. The findings indicate that the school management teams and district officials should collaborate in order to promote effective teaching and learning. In this study, the following recommendations were suggested in order to promote effective communication that can lead to the effective implementation and monitoring of the curriculum in schools.

5.3 RECOMMENDATIONS

The following recommendations are based on the findings of this study.

5.3.1 Recommendation 1: The roles of curriculum advisors and SMTs in the implementing of curriculum changes

It is recommended that better communication from Curriculum advisors and principals is required to enable the SMTs to be effective in performing their role and responsibilities. In general SMTs and Curriculum advisors should find more innovative ways of communicating changes in the curriculum to the educators. As part of the role and responsibility of Curriculum advisors and SMTs educators should also be given a voice with regards to implementing curricular changes.

5.3.2 Recommendation 2: Communication strategies used by Curriculum advisors and SMTs to communicate curriculum changes in the schools

It is suggested that sharing of information with all the relevant parties is preferable and information should not only be communicated to the principals or representatives of SMTs but also to the teachers. It is also recommended that e-mails and memos should be succinct, understandable and to the point so that the intended message can be

accurately interpreted. It is also suggested that the curriculum advisors should create its own website, where schools/principals can access latest information and memos without waiting for those memos to be delivered. This website can be accessed at anytime, anywhere and is vital to train line managers how websites function.

The district office should also create an office which specifically deals with communication issues. Extra documents should be available for those principals who are visiting the district for other reasons.

Due to lack of resources it is recommended that free Wi-Fi or Wi-Fi connections as a back-up can be used to alleviate the problem of insufficient data bundles and network issues. This can be communicated to municipalities to expedite the installations of Wi-Fi. The government should also increase the funds for the education sector for the advancement of new technology. In order for the technology to work, the network system must be improved especially in rural and remote area where there are poor network structures.

5.3.3 Recommendation 3: The challenges experienced in communicating curriculum changes from district to schools

Curriculum advisors and the SMT should be trained on aspects of planning. Workshops should be planned and educators given enough time to prepare and attend the workshops. A meeting scheduling and calendar that avoids conflicting meetings should be applied and unplanned, impromptu and unnecessary meetings must be avoided. There should be synergy and coordination between the management calendars of SMTs and curriculum advisors and the calendar of educators. The district should create a data base per school in order for officials at the district to access the information regarding a specific school (e.g. biographical information and results statistics).

5.3.4 Recommendation 4: Enhancing the communication between curriculum advisors, and SMTs on implementing the changes in the curriculum

It was found that the department should appoint more educators as some educators are teaching many subjects. Educators should preferably not teach multiple subjects to prevent overload and all verbal communication should be verified and monitored by assessment tools. It is recommended that there should be regular meetings to alleviate misunderstanding regarding curriculum changes that should be amended at an early stage. This will promote understanding of what should be implemented throughout the change process. In brief, curriculum change should be regularly updated. It is recommended to make use of both verbal and non-verbal communication to provide effective feedback.

In relation to district planning, inclusivity should be taken into consideration. It is the responsibility of all stakeholders to take ownership of change and to support implementation. Inclusivity will minimise barriers to communicating the implementation of curriculum changes. It is advisable for schools to appoint a SMT member responsible for e-mails and report back (feedback) from meetings must be compulsory and monitored by the principal. The implementation at school should be monitored by the SMT and the district must monitor implementation and compliance.

In general, SMTs and curriculum advisors make a great effort in communicating curriculum changes to educators. Some of the proposed changes are superficial and it seems that what is rather required is a change of heart on the part of schools, educators, principals and HODs in embracing and implementing all the communication that is shared with them.

Workshops and training should be of adequate length and information should be communicated in good time. The sharing of information with all is preferable to sharing information only with principals or representatives and e-mails and memos should be

succinct, understandable and to the point. A meeting schedule and calendar that avoids conflicting dates should be drawn up.

Better communication from representatives and principals is required and educators will cope better with less administrative duties.

5.4 FUTURE RESEARCH

This research focused on the perspectives of curriculum advisors and SMTs on communication of curriculum changes. Future research could extend the sample to include the views and experiences of the educators on communication on curriculum changes. The participation of educators in curriculum matters and the process of communicating implementation of changes in the curriculum could be another research focus area. The role of technology in communication in different school contexts and the associated obstacles could be explored in future research given that South African schools are increasingly using technology.

5.5 CONCLUSION

Although not perfect from a communication perspective, the SMTs and curriculum advisors invest time, effort and energy in communicating curriculum changes and the implementation of these changes. Various methods of communication are applied that range from meetings, workshops, written communication, electronic communication, personal contact and individual communication as well as monitoring of successful and unsuccessful communication. It seems as if there is no lack of enthusiasm on the part of curriculum advisors and SMTs as they fulfill management functions by leadership, delegation, monitoring, support and creating a climate which information is shared.

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ANNEXURE A: PERMISSION LETTERS



18 April 2016

Dear District Manager (Gauteng North District)

RE: APPLICATION FOR CONDUCTING RESEARCH IN GAUTENG NORTH DISTRICT (D1) AND SCHOOLS IN THE DISTRICT

My name is Daniel Rasebotsa and I am a Master's student in the Faculty of Education at University of Pretoria. I wish to apply for permission to conduct research in Gauteng North District, Department of Education Pretoria including two schools in the district. The title of the study is: **"How curriculum advisors and school management teams communicate curriculum changes in schools"**. This research study will be conducted under the supervision of Dr. T.A Ogina (University of Pretoria).

Furthermore I request your permission to conduct the interview with the District officials (Curriculum advisors) and School Management Teams of the two schools identified in the district Gauteng North. I am hereby seeking your consent to conduct interviews to any two of the below mentioned schools:

Zivuseni Primary School

Bronkhorspruit Primary School

Sihluziwe Primary school
Baweze Primary School

Data will be collected through semi-structured interview from the two curriculum advisors, six school management team members from the above mentioned schools. Data collected will be handled in strict confidentiality. Any information that is obtained in connection with the study and that can be identified with the participants will remain confidential and anonymous.

I have attached a copy of my mini-dissertation proposal which includes copies of measures and consent forms to be used in the research process, as well as a copy of the approval letter to conduct research which I receive from University of Pretoria Research Committee –Faculty of Education.

If you require any further information, please do not hesitate to contact me at 0722561000 / danrasie@gmail.com or contact my supervisor Dr. T Ogina at 012 4202445

Upon completion of the study, I undertake to provide you with a copy of the dissertation or a summary of my research findings.

Thanking you in advance for your time and consideration in this matter.

Yours sincerely

Mr. D. Rasebotsa (Researcher-072 256 1000)



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education

18 April 2016

Dear Principal

RE: Application for permission to conduct research interview

I am a student at University of Pretoria pursuing a M.Ed in Educational leadership. I have to complete a research module and one of the requirements is that I conduct and write a research report about my work. I would like to request your permission to conduct interview with the School Management Team (SMT- Principal, Deputy Principal and HOD) members in your school. As an SMT member you are also requested to participate in the study as one of the interviewee. Participation of other educators (PL1) will be optional to collect additional information for the study.

Communication plays a vital role during the change process. Therefore the importance of effective communication cannot be overemphasized for one specific reason everything that organization do involves communicating. The researcher will be carrying a research entitled: **“How curriculum advisors and school management teams communicate curriculum changes in schools”** The Department of Basic Education and Gauteng North Districts have approved my research study and a copy of the letter and approval by the Ethics committee of the Faculty of Education of the University of Pretoria are attached to this documents

The purpose of this study is to explore the role of communication in the implementation of curriculum change and investigate the channels of communication used by curriculum advisors to disseminate information regarding curriculum change to schools. Although research on communication has been conducted, there is a lack of research on how curriculum change information is conveyed from National, Districts, Circuits to schools level. This study will only focus on the information flow between the districts and schools. In this regard the researcher will explore and provide an understanding of the communication processes in the implementation of curriculum changes.

The data will be collected through tape-recorded interviews. The interview will take 40-60 minutes and will be conducted at a venue and time that will suit the staff members. The interviews will not interfere with or disrupt school activities, specifically teaching time. With your permission, the researcher will also examine the documents that are useful and relevant to the study such as circulars and memos, minutes of curriculum meetings at schools and workshops among others. Only my supervisor and I will have access to this information. Data collected will be handled in strict confidentiality. Any information that is obtained in connection with this study that can be identified will be concealed. Participants may withdraw at any time during the research process without any penalty. Informed consent from SMT members will be obtained. Interview protocol is attached for your information.

The identity of the school and all participants will be protected. The research intends to gather information and make recommendations on practical guidelines for developing more effective communication channels in the implementation of curriculum changes. The findings might be useful to the Department of Basic Education to fill possible gaps that may exist between the districts and schools. This study has the ability also to help the SMT members to improve their communication skills with the educators at their schools.

If you agree to my request to conduct this research, kindly fill the consent form provided below. If you have any questions regarding the study, you are at liberty to contact me at

(072 256 1000) or e-mail (danrasie@gmail.com) and or my supervisor at 0124202445)
e-mail (taogina.up.ac.za).

Your assistance and cooperation will be highly appreciated

Thanking you in advance

Daniel Rasebotsa (Student)

Dr. T.A Ogina (Supervisor)

Signature

Signature

LETTER OF INFORMED CONSENT



Letter of informed consent to the participate

Title of the study: **How curriculum advisors and school management teams communicate curriculum changes in schools.**

You are being invited to participate in a research study that seeks to explore the role of communication process in the implementation of Curriculum changes. In particular the researcher is interested on how Curriculum advisors and School Management Team (SMT) communicate the implementation of curriculum changes? What are the challenges experienced in terms of how curriculum changes from district officials (Curriculum advisors) to SMTs are communicated.

Procedure

The research involves conducting semi-structured interviews, which will take approximately 40 minutes to one hour of your time. During this time the interview will be audio –recorded and the venue will be at your school or the district office. There are no anticipated risks or discomfort related to this research. However, if you feel uncomfortable with any part of this study at any time, you have the right to terminate participation without consequences.

The following ethical guidelines will be observed during the course of this study in order to protect the interest and anonymity of the participants:

Purpose of the study

You will be informed of the nature and the purpose of the study and the nature of your participation in the study. The results from this study will be a mini-dissertation and the knowledge generated will be presented in conferences and seminars. The research findings from this study will also be published in research journals. Participants will be provided with the opportunity to reaffirm or comment on the collected data.

Voluntary and Confidentiality

Participation in this study is voluntary and all information will remain completely confidential and the names or location of participants will not be used in the printing of this study. Although I cannot offer you any compensation, I can provide you with a copy of the summary of the research findings and recommendations made to improve practice.

Withdrawal

You may withdraw from the study at any time for any reason, without adversely affect your relationship with the researcher or the University of Pretoria. Please note that I have obtained ethical clearance from the Ethics Committee University of Pretoria Faculty of Education.

If you accept my invitation to participate in the study, I will request you to sign the consent form which follows on the next page.

Name of Participant _____

Signature of Participant: _____

Date_____

Signature of Researcher_____

Date_____

ANNEXURE B: INTERVIEW PROTOCOL

INTERVIEW PROTOCOL (Curriculum advisors)

How curriculum advisors and school management teams communicate curriculum changes in schools

PURPOSE OF THE STUDY

The aim of the study is to explore the role of communication in the implementation of curriculum change and describe the channels of communication used by curriculum advisors to disseminate information regarding curriculum change to schools, in order to make recommendations based on the gaps identified.

SOURCES OF DATA TO BE COLLECTED

Data will be collected by conducting semi-structured interviews with two Curriculum advisors and Six School Management Teams from Gauteng North District office of the Gauteng Department of Basic Education. Documents such as memo, minutes of meetings regarding curriculum will be analysed.

ASSURANCE OF CONFIDENTIALITY

All participants are assured that their identity as well as their responses will be regarded as completely confidential at all times and will not be made available to any unauthorized user. The participation of individuals in this study is voluntary and the participants have the right to withdraw at any stage without prejudiced.

No participants will be named or identified in any way; a pseudonym will be allocated to the schools and to that particular participant. Every participant will be given the opportunity to verify the transcription of his/her interview.

DURATION OF THE INTERVIEW

The individual interview should take no longer than 1 hour. Note that the discussions of the interview will be tape recorded and transcribed. Participants will be given the opportunity to validate the transcription as a true reflection of the discussion.

How do you understand your role in terms of implementing curriculum implementation?
What strategies do you use to communicate changes in the curriculum implementation to the schools?

Can you explain how these strategies work?

Do you experience any challenges in performing these functions? Please elaborate.
In your opinion, how can these challenges be addressed?

In what way is the communication of curriculum implementation monitored?

What can be done in terms of communication to assist schools in implementing curriculum changes?

What according to your opinion is expected of district, circuit and school in communicating implementation of curriculum change?

Is there anything else that you would like to tell me regarding communicating curriculum implementation

INTERVIEW PROTOCOL (SMT: Principals, Deputy and HOD)

How curriculum advisors and school management teams communicate curriculum changes in schools

PURPOSE OF THE STUDY

The aim of the study is to explore the role of communication in the implementation of curriculum change and describe the channels of communication used by curriculum advisors to disseminate information regarding curriculum change to schools, in order to make recommendations based on the gaps identified.

SOURCES OF DATA TO BE COLLECTED

Data will be collected by conducting semi-structured interviews with two Curriculum advisors and Six School Management Teams from Gauteng North District office of the Gauteng Department of Basic Education. Documents such as memo, minutes of meetings regarding curriculum will be analysed.

ASSURANCE OF CONFIDENTIALITY

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No participants will be named or identified in any way; a pseudonym will be allocated to the schools and to that particular participant. Every participant will be given the opportunity to verify the transcription of his/her interview.

DURATION OF THE INTERVIEW

The individual interview should take no longer than 1 hour. Note that the discussions of the interview will be tape recorded and transcribed. Participants will be given the opportunity to validate the transcription as a true reflection of the discussion.

How do you understand your role in terms of implementing curriculum implementation?
What strategies do you use to communicate changes in the curriculum implementation to the teachers?

Can you explain how these strategies work?

Do you experience any challenges in performing these functions? Please elaborate.

In your opinion, how can these challenges be addressed?

In what way is the communication of curriculum implementation monitored?

What can be done in terms of communication to assist schools in implementing curriculum changes?

What according to your opinion is expected of the district, and circuit in communicating implementation of curriculum change?

Is there anything else that you would like to tell me regarding communicating curriculum implementation?

ANNEXURE C: SAMPLE OF INTERVIEW TRANSCRIPT

Curriculum Advisor

1. How do you understand your role in terms of implementing curriculum change? (Researcher)

Curriculum Advisor participant 1(CA1)

It is my responsibility to train all schools on all relevant changes e.g. Assessment related practices. Training will be done by: Workshops, On-site training for teachers and One-on-one support at schools where challenges were identified

Curriculum Advisor participant 1(CA2)

To assist the educators to interpret the policy, in terms of curriculum coverage, depth of the topic and Instructional time.

Curriculum Advisor participant 1(CA3)

My role is to coordinate management of curriculum change, and I use different people to do that, subject specialist are the one to mediate curriculum changes in our schools and the curriculum advisors write a report and train during cluster meeting My role is to make sure that curriculum is implemented, by guidance, monitoring and assistance by using learning area policy, where there is a challenge I demonstrate (CA4)

2. What strategies do you use to communicate changes in the curriculum implementation to schools and how this strategies work? (Researcher)

CA1

Official documents ;New Policy documents, Circulars, Memoranda, Assessment Guidelines will be delivered to schools or issued at SAT meetings where schools will sign as proof of receipt. Schools are expected to mediate with staff members

CA1

Memorandum from the District will be send to inform schools on relevant implementations required at the specific time and Emails to confirm the use of the relevant documents/implementation of changes

CA1

The most common strategy we implement we invite teachers to cluster meetings, during the school visits, we evaluate how best one educator implements the curriculum, i.e. one-on-one support.

CA2

We are using the so called Peer learning committees (PLC), you empower some individual, team/pair some schools

CA3

We use the memo to invite schools to meetings and trainings. We also use district term calendar to inform them about the activity for that term.

CA3

Sometimes you can't trust SMSs (whatsapp) particularly, because some people will tell you that I did not have data bundles. With me SMS are not reliable and I use e-mail as it have a paper trail to a principal to request certain information from him, with that e-mail you will be able to trace

3. Do you experience any challenges in performing these functions and how can these challenges addressed? (Researcher)

CA1

Educators attending meetings/ representatives do not give feedback at schools, Management practices at schools must improve, and report back after attending meetings must be ensured by the Principal

CA1

The Emails opened by admin clerks and not by SMT/teachers are not printed for teachers

CA2

The impediments on effecting the changes correctly, attitude of teachers and resistance to change, what compound the negativity in towards changes, we had too many changes, too much

(CA2

Another challenge is that SMTs at schools are overloaded, more so they have to teach their allocated subject and some are not specialized in the subject he has to support the teacher on

CA4

The challenge is the communication, sometimes I will send the memo to school the clerk will keep the memo and not distributing to the relevant people

4. What can be done in terms of communication to assist schools in implementing curriculum changes? (Researcher)

CA1

Advise SMT to have a member of the HOD/Deputy (SMT) responsible for emails and the educators should report back after attending meetings/workshops must be compulsory

CA1

The SMT must attach a list with all staff members' names to all documents e.g. memoranda, policies, etc., where teachers must sign after studying the document.

B. School Management Teams (SMT)

1. How do you understand your role in terms of implementing curriculum change? (Researcher)

SMT4

Normally here at home, I do in-service training and I facilitate what I have learned from the District workshops, allocate time and a day for that after school or weekends.)

SMT6

If the district communicate something new to us I have to facilitate it, it will be based on teaching, based on the workshop that they must attend to enhance that particular change.

SMT7

I do conduct workshops to develop educators, but sometimes the educators don't have enough knowledge with the subjects as they have not been trained at the college according to the new curriculum.

2. What strategies do you use to communicate changes in the curriculum implementation to schools and how this strategies work? (Researcher)

SMT1

We start with the grade meetings and during general staff meetings, we can detect through questions that curriculum matters was discussed or not, whether the message was driven home.....and we have to clarify.”

SMT2

I use grade meetings which are held every term to update educators on the changes in curriculum, to clarify issues and motivate them.

SMT3

We do have grade meetings and share the information, we often meet once in a week as per department policy after hours, If there are no meetings sometimes will find conflicting information, educators doing different things

SMT4

What I have learned is that educators are sensitive; it also depends on the teacher's attitude, as they sometimes undermine my instructions.

3. Do you experience any challenges in performing these functions and how can these challenges addressed? (Researcher)

SMT 1

There are unplanned departmental and district meetings, were the MEC will just call to attend those meetings...there are too many departmental meetings, time factor is a challenge.

SMT2

Sometimes their curriculum support meetings clashes, If you are teaching Natural Sciences and Mathematics one will find that there are two meetings at the same date and time for both Mathematics and Science, so educators will not know which one to attend

SMT3

Too much information within short space of time. Different directorate will request information at the same time to be implemented.

SMT4

E-mails and SMSs are sent randomly during the night... This affect the lessons at schools, as you have to leave whatever was planned for that day and attend to their request, it disrupt the program of the school as it is a short notice

4. What can be done in terms of communication to assist schools in implementing curriculum changes? (Researcher)

SMT8

If our head office and districts can plan properly, it will give schools proper time to monitor curriculum and able to support educators. To avoid the clash of dates

communication should also be done on time and this will give us enough time to monitor and control curriculum.

SMT4

I think what can be done is for educators not to do multi-teaching, if teaching English; it should be English only not an extra subject. They should employ more educators to minimize the workload.

6. What is expected of the district in communicating implementation of curriculum change?

SMT1

The district should communicate with schools on time and year plan need to be followed...The MEC calls us at any time of which it was not part of the district plan and it disrupt the schools programme.

SMT2

As a school we should have a policy of controlling e-mails, the admin clerks' maybe they should check the e-mails twice or thrice a day, this need to be monitored regularly

SMT4

Curriculum implementers must make sure that those circulars and memos are being easily understood as sometimes is difficult to interpret the memos

The district is monitoring us (schools),but I am not sure whether they are reporting back our problems to the province as this issues are recurring.

ANNEXURE D: SAMPLE OF DATA ANALYSIS TABLE

Questions and sub	Responses	Segments	Comments/codes	Themes/Sub
A) 1. How do you understand your role in communicating the implementation of curriculum change	<p><u>SMT 1 (SAP1)</u> <i>I need to make sure that the monitoring instruments and resources are in place for educators to execute their duties optimally.</i> <i>Enough time need to be allocated so that we should be able to have more informationnot window dressing workshops; this will equip us to action our roles.</i> <i>I do collect the attendance register, to see if educators are attending classes, this is like a period register. This means that if there is curriculum changes more intensified responsibility in monitoring educators in relation to class attendance, to ensure that they are able to relate what needs to be change</i></p> <p><u>SMT 2 (SAP2)</u> <i>As School Assessment Team coordinator I make sure that plans are drawn, manage the assessment plan activities, results analysis test are written and the policies are followed in their different subjects..</i> <i>I do have management plan to discuss or plans that can inform educators when to submit their assessment task</i></p> <p><u>SMT 3(SAP3)</u> <i>If I don't understand what needs to be changed, I won't be able to convey the message directly to</i></p>	<p><i>monitoring instruments and resources are in place for educators in monitoring educators in relation to class attendance, to ensure that they are able to relate what needs to be change</i></p> <p><i>Enough time need to be allocated so that we should be able to have more information but there is no enough time to action that as there is too much paper work.</i></p> <p><i>there is too much information and to monitor and supervise them</i></p> <p><i>much info within short space.</i></p> <p><i>a problem of inconsistency in terms of curriculum changes to educators as sometimes they don't read the circular</i></p> <p><i>I make sure that plans</i></p>	<p>All SMT agrees that they need to monitor Educator's work and motivate them.</p> <p>SMT members commented that there is no enough time to grasp all information and there is too much paper work</p> <p>There is a need to understand the content of what need to be changed</p> <p>Too much information and inconsistency</p> <p>Educators don't read the circulars</p> <p>SMT mentioned that teachers are not trained on subject they are offering</p> <p>Management plans are important</p>	<p>1.Role of SMT -Monitoring educators -managing attendance register - Insufficient time -Understanding the content -Too much information -lack of planning</p> <p>2. Strategies of Communication -lack of communication -managing e-mails -Use of meetings -interpretation of memos</p> <p>3. Effective use of channel/means of communication -Memos and circulars -lack of resources -limited access to e-mails -Technical</p>



	<p>educators and give accurate information regarding curriculum change. I assist educators in my department by providing guidance to the latest changes and motivate them</p> <p><u>SMT 4 (SAP4)</u> Normally here at home, I do in-service training and I facilitate what I have learned from the District workshops, allocate time and a day for that after school or weekends. My role is to motivate educators in implementing curriculum change, as there is too much information and to monitor and supervise them to participate in policy implementation.</p> <p><u>SMT 5 (SBP1)</u> My role is to assist, and develop educators to understand the content of the new curriculum. There is a problem of inconsistency in terms of curriculum changes, sometimes you can't differentiate between the old and new curriculum, too much info within short space.</p> <p><u>SMT 6(SBP2)</u> If the district communicate something new to us I have to facilitate it, it will be based on teaching, based on the workshop that they must attend to enhance that particular change. Other thing I have to do is giving educators directives for them to attend those workshops.</p>	<p>are drawn, manage the assessment plan activities, management plan to discuss or plans that can inform educator is giving educators directives for them to attend those workshops. Responsible for planning and implementing policies. guidance to the latest changes and motivate them to motivate educators in implementing curriculum change</p> <p>If I don't understand what needs to be changed, I won't be able to convey the message directly to educators and give accurate information to understand the content of the new curriculum. but sometimes the educators don't have enough knowledge with the subjects do in-service training and I facilitate what I have learned from the District workshops.</p>	<p>SMTs agreed that there is a need to understand the content, as educators don't have enough knowledge with the subjects.</p> <p>SMT talked of some</p>	<p>challenges (ICT)</p> <p>4.Challenges to Communication</p> <ul style="list-style-type: none"> -Too many dept. meetings -Late arrival of communiqué >e-mails >Circulars >Documents >SMSs -lack of interest >Circulars not clear >lot of paperwork > lack of continuity -lack of feedback -Conflicting information >Top down communication > No stakeholder involvement
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	<p><u>SMT 7 (SBP3)</u> <i>I do conduct workshops to develop educators, but sometimes the educators don't have enough knowledge with the subjects as they have not been trained at the college according to the new curriculum.</i> <i>I do cascade information from district to educators as sometimes they don't read the circulars, this is done through meetings.</i> <u>SMT 8 (SBP4)</u> <i>As the SMT member I am responsible for curriculum in the intersen phase in terms of planning and implementing policies.</i></p>	<p><i>something new to us I have to facilitate it, it will be based on teaching, based on the workshop</i></p> <p><i>to educators as sometimes they don't read the circulars</i></p>	<p>of educators not reading the circulars</p>	
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ANNEXURE E: PROOF OF LANGUAGE EDITING

To whom it may concern

I confirm that I edited the following M Ed thesis-: **How curriculum advisors and school management teams communicate curriculum changes in schools**, by Daniel Rasebotsa for language and technical aspects.



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