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**Exploring SMTs' experiences in the supervision of CAPS at South African Primary
School in Pinetown District**

by

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**This dissertation is submitted in partial fulfilment of the requirement for the Master of
Education degree in the discipline of Curriculum Studies**

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DECLARATION

I, Lindokuhle Gary Nene, hereby declare that this dissertation contains my own work. All sources that were used or quoted have been duly referenced. This research has not been previously accepted for any degree, and is not being currently considered for any other degree at any other university.

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As the candidate's supervisor I agree/do not agree to the submission of this dissertation

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Date _____

Dr Dumisani Mncube

ABSTRACT

The aim of the Department of Basic Education is to provide an environment conducive for schooling by appointing competent HoDs of high integrity and professionalism. These schools, regardless of their contexts, are expected to ensure effective implementation and supervision of curriculum guided by CAPS policy. Thus, this study presents a case study of one primary school where three HoDs were participants. The school is situated in the Ntuzuma circuit within the Pinetown district, KwaZulu-Natal. The main aim of the study is to explore HoDs' experiences of curriculum supervision. Data were generated using one-to-one, semi-structured interviews, reflective activities and focus groups. This study used thematic analysis as the framework for data analysis where a curricular spiders' web was used as a conceptual framework; thus, both inductive and deductive reasoning were used to strengthen data analysis.

The main focus of this study was premised on the assumption that HoDs should demonstrate superior knowledge and understanding of curriculum supervision, and their practice should be seen to influence implementation. The study was able to reveal the myriad forms of interpretation used by HoDs in their quest to perfect curriculum supervision in their respective schools. In short, the study managed to present balanced perspectives on how HoDs in Pinetown understand curriculum management, how they supervise curriculum, and why they supervise the curriculum the way they do.

The results show that HoDs always strive to provide their best expert knowledge every time they are required to discharge their daily duties. However, it was noteworthy to learn that these experienced HoDs lack basic knowledge and understanding of the curriculum implementation required for effective supervision of CAPS. This study found that HoDs failed to answer with confidence simple questions about the curriculum spider web used by many educationists to guide curriculum supervision. One of the recommendations was that HoDs must attend refresher courses and learn the basic theories underpinning CAPS before assuming the responsibility of supervising curriculum in order to improve its implementation.

DEDICATION

This dissertation is dedicated to the greatest woman I ever knew; my late mother, Nonhlahla Primrose Nene, who did not get a chance to see this work become a reality. Her support, encouragement, and constant love sustained me throughout my life until her passing.

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LIST OF ABBREVIATIONS

CAPS.....	Curriculum and Assessment Policy Statement
HoDs.....	Heads of Departments
NEPA.....	National Education Policy Act
OBE.....	Outcomes-Based Education.
RNCS.....	Revised National Curriculum Statement
SMT.....	School Management Team
SA SAMs.....	South African School Administrative Managers
DoE.....	Department of Education
CNE.....	Christian National Education

CHAPTER 1

THE OVERVIEW, CONTEXT AND OBJECTIVES

1.1 Introduction

One of the school requirements is to have constant supervision of curriculum by SMTs to identify areas of potential improvement in the CAPS (Doll, 2015). This is important because curriculum changes rapidly, and changes in curriculum come with a number of challenges. In order to effectively implement curriculum change in schools, accountability and responsibility rest on the shoulders of SMTs (Amanchukwu, Stanley, & Ololube, 2015). SMTs are rightfully regarded as the main facilitators and managers of the curriculum. In line with their responsibilities, they are also expected to work at a macro-planning level in schools (Mampuru, 2001)

A macro-planning level involves looking at the school as a whole (Mampuru, 2001). The whole school development is determined at macro level, and includes matters like the vision, mission and curriculum goals of the school, determining school policies and regulations, whole staff development plans, classrooms, gender issues, and curriculum needs (Modisaotsile, 2012). Shoba (2009) states that in some schools curriculum change is a disaster, as it is driven by political imperatives, which have little to do with the realities of the school activities. Briefly, this chapter intends to present the focus of the study, the rationale, summary of literature review, the research questions, research methods, data generation methods, data analysis, limitation, sampling and ethical issues.

1.2 Background of the study

Changes in the curriculum system came with a number of challenges which affected curriculum management by teachers. These unforeseen changes in the curriculum resulted in a lack of resources in curriculum management, and a lack of knowledge on the part of school curriculum managers (Mandukwini, 2016). Abiddin (2007) indicates that the bulk of these challenges arose from the rapid pace of change in the national education system, in particular the area of curriculum change and policy implementation. In essence, many SMTs carry enormously varied workloads coupled with the complex nature of their jobs, which in most cases constrains the management of curriculum (Abiddin, 2007).

It is true that an SMT plays a crucial role in supporting teachers and interpreting policy documents, thus improving teachers' skills and knowledge of curriculum implementation (Nederveen Pieterse, Van Knippenberg, & Van Dierendonck, 2013). The need for understanding the CAPS is important for

educational innovation, and to enhance effective change management, in particular curriculum implementation (Mkhize & Bhengu, 2015). Thus, the SMT is expected to master and understand the curriculum and apply it (with inadequate resources) within five days of a workshop organised by the provincial Department of Education.

In many cases, the scarcity of resources is the main factor that impedes curriculum management, and is extensively experienced by many South African schools (Mkhize & Bhengu, 2015). Successful curriculum management requires adequate provision of resources, physical, human and financial, in order to empower teachers with curriculum management skills (Mandukwini, 2016). In ensuring that the curriculum is properly managed, an SMT should engage in various human resource management activities linked to mentoring, and managing absent educators (Mabude, 2002). In addition, an SMT should encourage teachers to develop their own resources in order to achieve collaborative working relations. Achieving this objective, curriculum management practices of SMTs in schools should endeavour not to undermine the curriculum's vision, because schools respond to change in uneven ways, and in some schools change is not introduced. Historically disadvantaged schools lack the means to purchase teaching and learning materials such as learning and teaching aids and other physical resources, which inadvertently undermines the SMTs' effort to provide quality education (Jansen & Sayed, 2001).

Jansen and Sayed (2001) assert that during curriculum reform, teachers' existing beliefs, practices and interests were not explored sufficiently by policy developers to ensure successful implementation of policy. Successful change depends on the capacity of teachers to understand curriculum changes they are confronted with (Nsibande, 2002). The performance of curriculum management roles requires that each member in a team is well versed in knowledge of the school curriculum. Mkhize & Bhengu (2015) Taylor and Greve (2006) state that SMTs lack knowledge of the curriculum because teachers fail to plan certain aspects of the curriculum. The lack of curriculum knowledge in regard to CAPS in SMTs and teachers leads to poor lesson planning. Consequently, teachers lack confidence when they deliver their lessons (Mkhize & Bhengu, 2015). It therefore becomes important that curriculum leaders are knowledgeable in the field of curriculum management so as to lead teachers in addressing problematic curriculum areas, and making use of support structures (Amanchukwu et al., 2015).

1.3 Purpose of the study

The purpose of this study is to explore an SMT's experiences in the supervision of CAPS at one primary school in the Pinetown district.

1.4 Rationale

As a teacher and curriculum driver at a school, the researcher has observed that the curriculum seems to lack being managed effectively by Heads of Department (HoDs) in his school in the Pinetown district. His interest emanates from his experience last year when he was a novice teacher in need of extra support from the SMT to assist in curriculum implementation. He noticed with great concern how much his HoD was challenged when it came to curriculum supervision of his work. As a curriculum leader, she seemed to lack the fundamental knowledge and skills required to manage and supervise curriculum. In his view, there is a need to understand where the bottlenecks are for these curriculum managers, because if this situation is not addressed, the quality of education will deteriorate further. For instance, in some phases, curriculum planning is done by HoDs without any guidelines in policy documents, and they push teachers to progress all learners, even if they do not all meet passing requirements.

The SMT is expected to plan, direct the work of teachers and learners, monitor their work, and take corrective action where areas of weakness are evident (Leskiw & Singh, 2007). However, an SMT provides little or no support on curriculum issues related to planning, as this is the teachers' job (Leskiw & Singh, 2007). An official SMT is made up of the headmaster/headmistress, deputy principal and the HoDs, who are expected to ensure that the school is running smoothly and effectively in order to meet the national intentions of the current curriculum (Van der Mescht & Tyala, 2008). The researcher therefore sees the need to conduct this study with the main purpose of exploring SMTs' experiences in the supervision of CAPS at primary school in Pinetown District. In addition, the study outlines that there are many studies that have been conducted on SMTs' experiences of curriculum, especially the principals'. However, very few look specifically at HoDs' experiences of curriculum supervision, and that is the gap this study intends to bridge.

It is in order, therefore, to conclude this part of the study by saying that findings that will be generated will not be only for the benefit of this researcher, but could benefit SMTs, Department officials and other relevant stakeholders in extending their knowledge and professionalism in order to develop and improve the quality of curriculum supervision in schools.

1.5 Problem statement

One of the main goals of the education system today is to enhance the quality of education and restore the culture of teaching and learning in schools with the support of competent SMTs (Van der Mescht & Tyala, 2008). The culture of teaching and learning is one of the vital components of education entrusted to school managers, and curriculum supervision is one of the critical components required to ensure that teachers are able to implement curriculum (Shelly, Cashman, Gunter, & Gunter, 2004). It is unfortunate that this very same component is heavily compromised if an SMT is not supportive and lacks essential knowledge. In

order for the school to function as effectively as possible, teaching and learning must be prioritised. Currently there is an urgent need for critical investigation of what support SMTs need to provide effective curriculum supervision and strategic guidelines. Heystek and Lethoko (2001) believe that schools that are not doing well lack proper basic supervision on the part of their SMTs to coordinate curriculum implementation as expected.

Recent South African elections have seen revolutionary changes in the education system. One of the reasons for instituting democratic government was to transform the education system (Nsibande, 2002). Shelly et al. (2004) point out that transformation of the education system demanded the SMTs' supervision to be successful in meeting educational demands. Curriculum supervision by SMTs within the South African educational context requires them to play a vital role in curriculum management. Owing to problems such as inadequate training in curriculum implementation, lack of guidelines for managing and monitoring the implementation of curriculum, and the complexity of managing the curriculum, most SMT members are not successfully carrying out their role in managing curriculum changes, learning activities and the teaching environment (Shelly et al., 2004)

1.6 Research objectives

The objectives of this study are:

- (a) To explore SMTs' experiences with the supervision of curriculum in primary schools in Pinetown District.
- (b) To understand the lesson that can be learned from SMTs' experiences in curriculum supervision in the primary schools.
- (c) To explain why school management teams experience the supervision of the CAPS the way they do in primary schools.

1.7 Research questions

This study seeks to answer the following questions:

- (a) What are SMTs' experiences in the supervision of CAPS in the primary schools?
- (b) What are the lessons that can be learned from SMTs' experiences in curriculum supervision in the primary schools?
- (c) Why do SMTs experience the supervision of CAPS the way they do?

1.8 Location of the study

The study was conducted in one primary school in Pinetown District (KwaZulu-Natal). The school was named School A. The school has three HoDs from different phases: the Foundation Phase, the Intermediate Phase and the Senior Phase. The study focused only on SMT experiences in the supervision of CAPS.

1.9 Definition of key terms

1.9.1 School management team

The change in the South African education system led to many new concepts. The concept of an SMT was one of those introduced after the change. Coleman, Graham-Jolly, and Middlewood (2003) write that it is the principal, deputy principal and senior teachers who are members of any school's SMT. Shelly et al. (2004) view an SMT as comprising teachers who have posts that have a whole institutional focus, and are responsible for the oversight of the school's functioning, including budgeting, professional development, assessment, resource management and curriculum management tasks. Hallinger and Heck (2010) view an SMT as a subgroup of the staff that includes the head, deputies as well as teachers with promoted posts (HoDs). This subgroup makes policies and decisions on behalf of the staff. The researcher will therefore look at an SMT as a team of teachers who are accountable for the daily running and function of the school

1.9.2 Curriculum

The concept "curriculum" is defined in different ways by scholars. For instance, Ross (2003) defines the curriculum as all the features which produce the school's life, the values exemplified in the way the school sets about its tasks, and the way in which teaching and learning is organised and managed. Pinar (2012) mention that curriculum is concerned with what teachers and learners practice in the planned curriculum. Furthermore Pinar (2012) reveal curriculum as a plan of action or a written document that involves methods for achieving educational aims and objectives. This suggests that, Pinar's (2012) definition of curriculum will enable HoDs to reflect on the supervision of the curriculum in achieving educational goal. Coleman et al. (2003) define the curriculum as comprising all the opportunities for learning provided by a school. It includes the formal programme of lessons in the timetable, and the climate of relationships, attitudes, styles of behaviour and the general quality of life established in the school community as a whole. According to Gultig, Hoadley and Jansen (2002), curriculum is a formal academic programme provided by a school as reflected in the timetable, a particular course of instruction or a syllabus. The researcher will therefore view curriculum as formal and informal programmes provided by the school.

1.10 Chapter overview

1.10.1 Chapter 1

This chapter seeks to provide the reader with the general background of the study. It also shows the title, the focus, research objectives and research questions of the study, and its location. The chapter indicates the rationale of the study; outlines the researcher's personal reasons for undertaking it; what the literature says about the study phenomenon (SMTs' experiences) and study focus (supervision of the CAPS); and the significance of the study. In addition, this chapter looks at a brief literature review where the 10 concepts of the curriculum spider web were outlined (Van den Akker, 2013), and explains the research design and methodology.

1.10.2 Chapter 2

This chapter provides the reader with the reviewed literature on areas related to the study: HoDs experiences; curriculum presentation (intended curriculum, implemented curriculum and achieved curriculum); SMTs as curriculum leaders; the state of curriculum in the South African context; and spider web concepts (the conceptual framework).

1.10.3 Chapter 3

Chapter 3 provides details on the methodology adopted by this study in order to achieve the research objectives, and indicates the adopted research design (an interpretive paradigm), the participants (three HoDs), and the research methods (one-to-one semi-structured interviews, reflective activity and a focus group discussion). The chapter also covers purposive sampling, trustworthiness (credibility, transferability, dependability and conformability), thematic analysis, ethical issues, and the limitations of the study.

1.10.4 Chapter 4

This chapter presents data analyses and discussions of findings. The data are presented using the thematic analyses. In presenting the data, the study will ensure that the voices of the participants are not lost.

1.10.5 Chapter 5

This chapter summarises the findings from the previous chapters as based on the purpose of the study. The summary is also aligned with the research questions used to achieve the study's purpose. Suggestions for further research and recommendations are presented in this chapter.

CHAPTER 2

THE REVIEW OF THE LITERATURE

2.1 Introduction

This chapter presents the reviewed literature from different studies conducted in relation to SMTs' experiences in the supervision of CAPS at South African primary school in Pinetown District. Taylor and Greve (2006) see a literature review as a systematic, method for classifying, evaluating and understanding the existing body of recorded work produced by researchers, allowing one to make claims later in the study. The chapter intends to understand SMTs' experiences, explain what informs them, and absorb the lessons that can be learnt from them. The curricular spider web was used as a conceptual framework for this study to help in providing themes for reviewing literature for this research. Figure 2.1 presents a flow chart with vital details of the literature review.

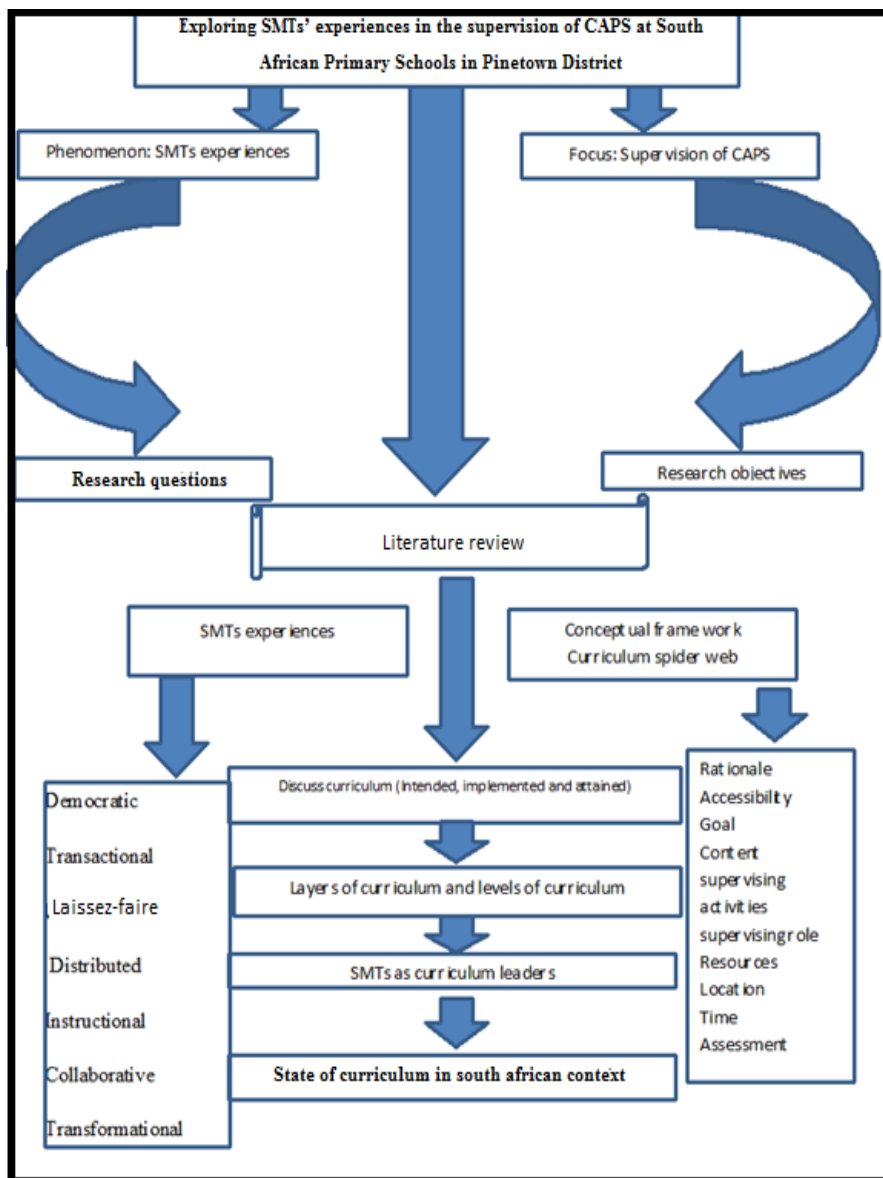


Figure 2.1 Chapter 2 Flow chart

SMTs’ experiences (phenomenon)

Experiences are defined by Noddings (2018) as elements that build personalities and character. Merriam-Webster (2002) has several definitions online of “experience”, one of the most straightforward being “the process of doing and seeing things, and of having things happen to you”. Hence, in the school, experiences refer to how educators and SMTs interact during the supervision process to achieve educational goals. In other words, SMTs’ experiences with regard to supervision of the curriculum can be dynamic because they are continually altering in the course of motivating all the relevant stakeholders in schools to actively engage in striving for educational goals (Glatthorn, Boschee, Whitehead, & Boschee, 2018). Teachers are engines driving curriculum implementation, so their experiences are paramount in understanding curriculum supervision and management (Msomi, 2013). They have specific personal experience

emanating from their activities in, awareness of and outlook on life. It is his or her personal experience of life which influences a teacher's ability to teach or not to teach his or her subject. According to Msomi (2013), a person's experience comprises his or her interactions with an objective environment in the process of living and learning. An experience refers to something that is personally undergone or lived through (Marsh, 2009). Individual experiences are a crucial foundation of knowledge acquired, and help in recalling certain knowledge (Marsh, 2009). Experiences can be appropriately dynamic because they are constantly changing through learning. Darke, Shanks and Broadbent (1998) define experience as enriched information with insights into its context. This understanding is in line with Khoza (2015) when he asserts that experiences are carried in flows and transfers, and are digested by personal relationships over time. For people who have an active social life, their experiences are always changing. The ground breaking work by Dewey (1933) presented three levels of experience: informal (skill), non-formal (attitude) and formal (knowledge) experience. These different kinds of experience are vital for understanding human behaviour drawn from the levels of knowledge, skill, and attitude.

Taole (2013) argues that personal experience is synonymous with teachers' backgrounds, including their own personal life experiences which shape their personal identity and inform their performance. Khoza (2015) split personal experience into three categories: experience as process, experience as knowledge, and experience as a thing. Furthermore, Khoza (2015) went further to split personal experiences of teachers contribute to the potential of SMT members not to being dynamic in performing their roles as curriculum leaders. It is vital that curriculum managers be well informed about curriculum supervision so as to lead teachers and address problematic areas in curriculum. However, some teachers learn curriculum and observe its application with inexperienced SMT members that lack skills (Wahlstrom & Louis, 2008).

Societal experience, according to van den Akker (2013) and Bron and Veugelers (2014), is considered a lifelong process in which we acquire skill through shared information from the society. The shared information (skill) can be acquired in schools or in the community. Teachers' work involves teaching society at all levels of education, in any type of education or training context, including formal and informal. This suggests that experience obtained by SMTs in supervision of the curriculum is gathered by consulting retired SMT members, parents and colleagues from other schools. According to the National Education Policy Act, Act No. 27 of 1998, "teachers are expected to teach community members, or assist in rendering educational services or education support services provided by or in an education department working in hand with SMT members' guidance."

Professional experiences are the product of mutual interaction of emotions and knowledge, are associated with teaching and learning, and are guided by relevant policies and procedures (Roth & Jornet, 2014).

Donaldson and Du Plessis (2013) write that professional experience is the information typically provided by a teacher or university in a structured format (in terms of learning objectives, learning time or learning support) leading to certification. This clearly means that professional experience acquired by SMTs in supervision of the curriculum must be learned formally from institutions using relevant documents. SMTs should rely on the prescribed documents such as the CAPS annual teaching plan and assessment policy, so that curriculum supervision goals will be achieved (Donaldson & Du Plessis, 2013).

2.2 Defining curriculum

Curriculum has a variety of explanations depending on its context. Taole (2013) looks at curriculum as a plan of education, an educational programme and learners' experience. Talla (2012) understands curriculum as intention, design or prescription where all intended content to be taught is prescribed. Curriculum is viewed as oversight of a school's functioning that includes professional development in content, assessment, resource management and curriculum management (van den Akker, 2013). This means that HoDs supervising the curriculum must have experience which will assist them in the supervision of the curriculum. Khoza (2015) states that curriculum is a formal academic programme provided by a school. These concepts of curriculum suggest that those supervising the curriculum should have a clear understanding of the prescribed, planned or intended content in their school from the Department of Basic Education so that they know what is to be supervised. Mpungose (2016) mentions three curriculum layers at which SMTs can exercise their supervision practice; these are: intended, implemented, and attained curriculum.

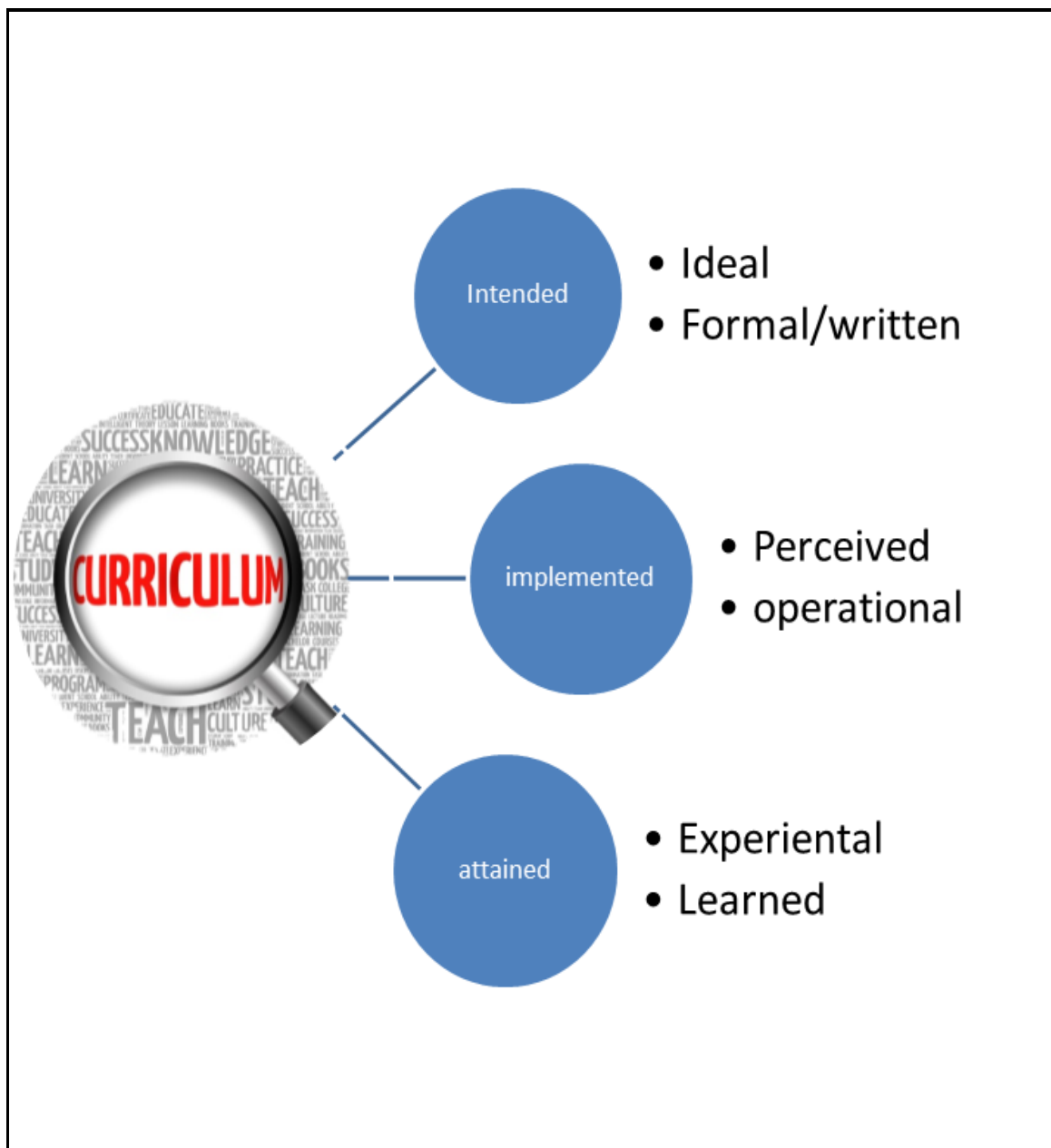


Figure 2.2: Curriculum layers

Talla (2012) states that intended curriculum is a plan of action or documented curriculum that includes techniques or prescribed methods for achieving South African objectives and goals. Intended curriculum has a vision. Thijs and van den Akker (2009) state that an intended curriculum has intentions as specified in curriculum documents (CAPS). Khoza (2015) believes that to achieve an intention as in curriculum documents it has to be planned for. Research into three managers conducted by Khoza (2015) found that intended curriculum is planned/approved/authorized/formal curriculum, which is a written policy of ideas that are framed by educational vision, with goals. This suggests that HoDs who supervise curriculum in primary schools must comprehend their knowledge experience acquired from policy documents (Khoza, 2015). In other words, knowledge experience is crucial in this layer because it helps HoDs to understand what content is to be learned and what is to be supervised. Chisholm (2004) mentions that documented

curriculum to be taught has an intention of achieving the goals of education under the supervision of SMTs. This suggests that SMT members should be able to use their professional experience in assisting teachers. The layers of curriculum discussed above suggest that SMTs must have a clear understanding of prescribed, planned or intended content to be supervised in their schools

Van den Akker (2013) affirms that implemented curriculum has to do with understanding of beliefs, practices and theories. This suggests that implementation of curriculum involves transformation for SMTs in what they know on supervision of curriculum in schools, and calls for personal experience in supervising curriculum. Taole (2013) believes that implemented curriculum includes how HoDs, principals, teachers and learners put curriculum into practice. This suggests that SMTs' experience plays a crucial role in supervision of curriculum. They assist teachers on how to implement CAPS.

Taole (2013) states that implemented curriculum is not in a specific document or written in one document, but has various documents that state the content for learning areas and subjects. These documents are linked to different levels of the curriculum. This clearly means that the supervision of curriculum in primary schools should be in line with annual teaching plans (work schedules), lesson plans and textbooks, which are all curriculum documents (Coleman et al., 2003). Taole (2013) raises the concern that both the intended curriculum and the implemented curriculum need to be considered during the supervision and learning process by SMTs. This will ensure proper supervision of curriculum in primary schools.

A case study conducted by Khoza (2015) on student teachers' reflections on their practice of CAPS clearly views attained curriculum as learning experiences achieved by pupils measured through their success. This implies that SMTs supervision of curriculum in primary schools should be driven by knowledge experience in order to see whether implemented curriculum is achieved. In other words, experiences of HoDs should help teachers to find their own ways to assess pupils and evaluate what been taught. Thijs and van den Akker (2009) state that the intended curriculum and implemented curriculum must aim to achieve attained curriculum. This means that curriculum must be understood at different levels by SMTs, namely: supra, macro, meso, micro, and nano levels (Thijs & van den Akker, 2009).

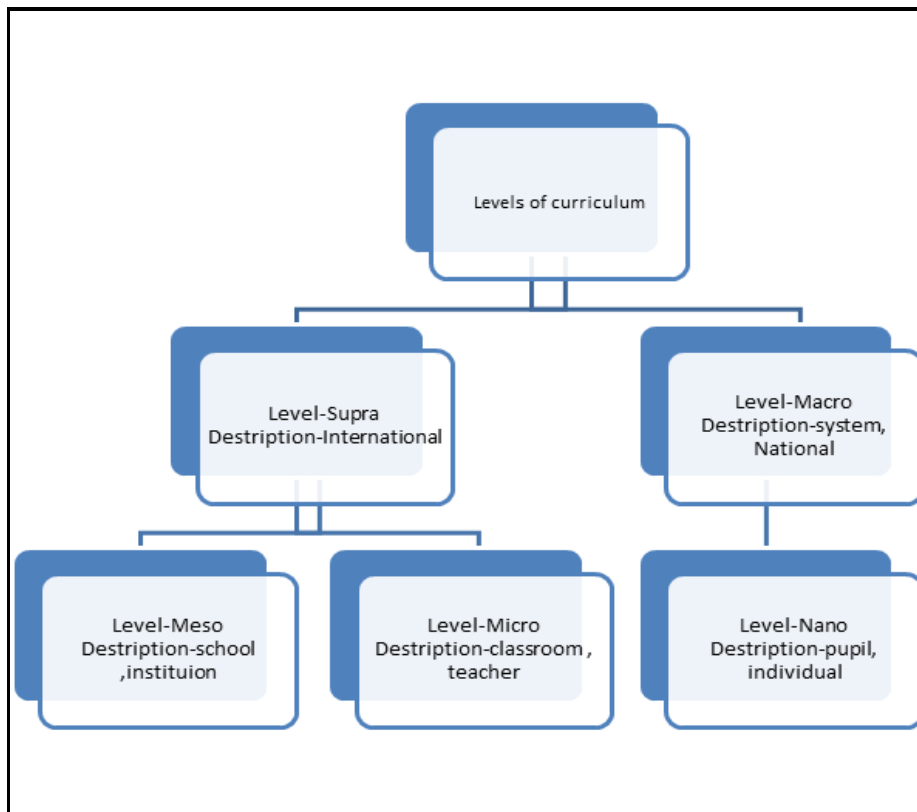


Figure 2.3: Different levels of curriculum

Thijs and van den Akker (2009) state that curriculum can be designated at different levels as international curriculum (supra), national curriculum (macro), school or institution (meso), classroom or educator curriculum (micro), and learner curriculum (nano). South African curriculum that is documented and authorised is viewed as macro, and schools have their own (meso) curricula and the educators' micro curricula. Khoza (2015) asserts that these layers and levels to be achieved in schools must be monitored and managed by the curriculum leaders (SMTs).

2.3 SMTs as curriculum leaders in schools

SMTs are expected to have defined roles and responsibilities in leading teaching and learning; they must create an atmosphere in which they establish an understanding and a vision of the curriculum that all stakeholders can support (Coleman et al., 2003). Heystek (2006) points out that SMTs are responsible for developing a collaborative school vision of excellence and equity, as well as setting achievable goals by using relevant technologies of learning, and participating in curriculum programmes. Coleman et al. (2003) state that the reason SMTs play leading roles in teaching and learning in curriculum is that they are educational and instructional leaders. SMTs in primary schools should develop a curriculum that is aligned with CAPS, and they should implement, evaluate and monitor the curriculum programmes by means of academic and systematic reviews (Heystek, 2006). SMTs should create a positive learning environment by influencing educator learning through their involvement in the design, delivery and assessment of the

curriculum. Educators' positive involvement raises learners' achievements (Hallinger & Heck, 2010). SMTs as leaders of teaching and learning should set high standards that will provide and enhance intellectual leadership for growth in teaching and monitoring of curriculum.(Hallinger & Heck, 2010).

SMTs should possess a sound knowledge of curriculum standards, as well as strategies for improving learner achievement (Hallinger & Heck, 2010). They should develop a culture that motivates learners to study, adopt models of teaching and learning, use technology to support teaching and learning, and implement strategies for guaranteeing access, inclusion and diversity, and for developing effective educators (Heystek, 2006). Successful SMTs create situations that support effective teaching and learning (Hallinger & Heck, 2010).

Dempster, Benfield and Francis (2012) point out that the drive to improve learning rests on the strong evidence called disciplined dialogue, where SMT members need to develop a shared moral purpose. The dialogue discipline, a framework for leading learning, has five dimensions that can improve learning in schools, namely: professional development, leadership, parental and community support, curriculum and teaching, and conditions for learning. The first dimension encourages the SMT to participate actively in professional development, while the second encourages members to share leadership and organise the school curriculum accordingly. The third dimension encourages the SMT to work together with parents and the wider community to gain their support; The fourth dimension contends that the SMT should plan and coordinate the curriculum and teaching across the broad school environment; and the fifth indicates that the SMT should enhance the conditions for learning (Dempster et al., 2012).

SMTs should incorporate their understanding of the aforementioned curriculum layers. Shoba (2009) conducted a case study on the role of SMTs in curriculum management. The study revealed that the vital aspect in curriculum supervision is to have knowledge and experience in curriculum goals. The aim of this study is to have an in-depth understanding of the role of an SMT in curriculum management, and how the team members understand and interpret their roles with regard to the new curriculum policy. The study used interviews and made reference to departmental documents in analysing methods for collecting data relevant to the research questions. It reveals that the important aspects of effective supervising are knowledge of the curriculum goals, subject matter, motivation to teach and the rationale for supervising. Maringa (2016) conducted an epistemological study using interviews as a way of gathering data. The purpose of the study was to discover principals' experiences of managing the curriculum in secondary schools in the Mopani district. The study revealed leadership styles that can be used by SMTs in the supervision and implementation of curriculum, namely: instructional leadership, collaborative leadership,

distributed leadership, *laissez-faire* leadership, transactional leadership, transformational leadership, and democratic leadership. Figure 2.4 presents leadership styles

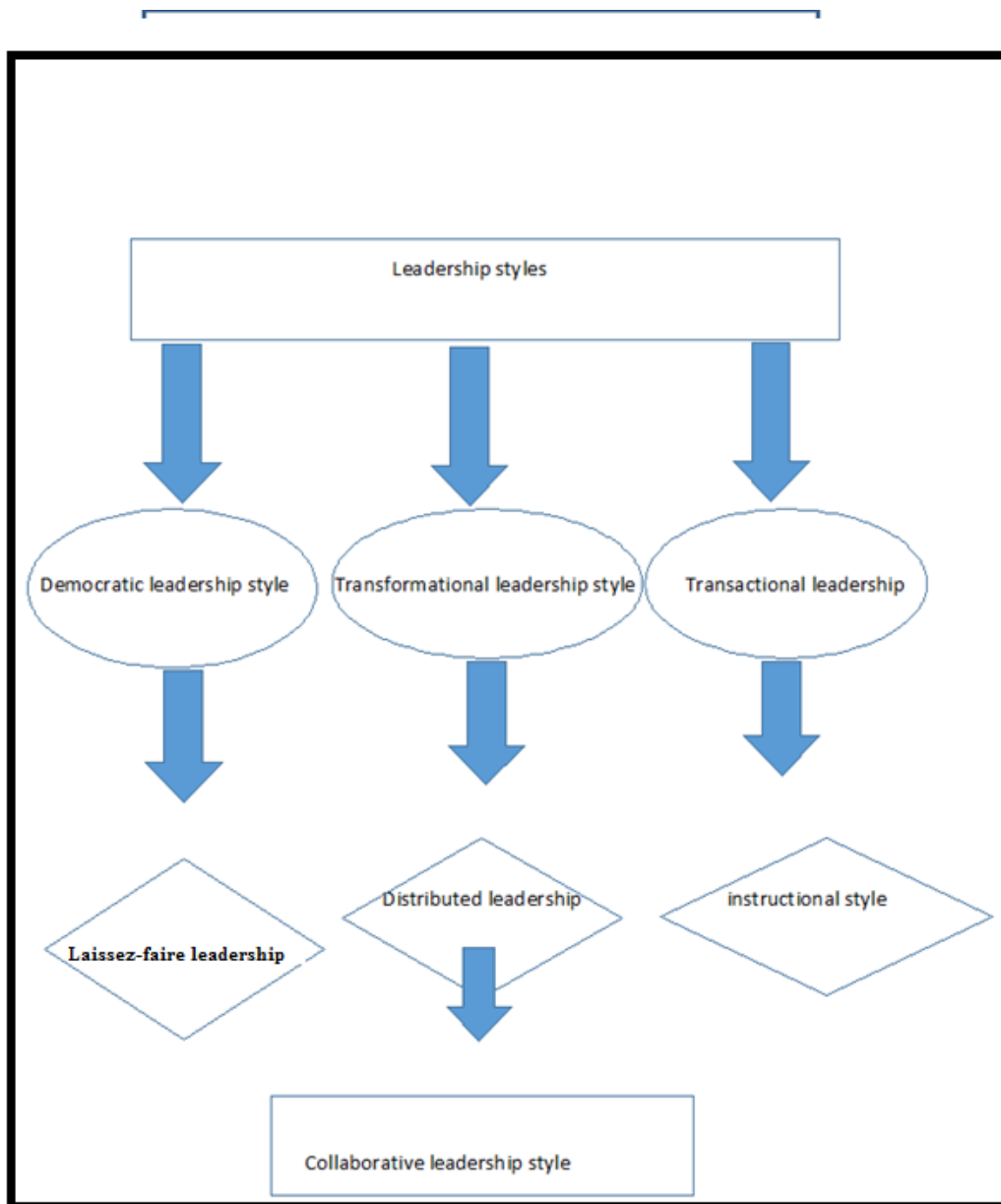


Figure 2.4: Leadership styles

2.3.1 Instructional leadership

Dimmock (2011) and Hallinger and Heck (2010) define instructional leadership as a style that develops a school vision. Dimmock (2011) states that instructional leadership is applied in schools by HoDs aiming to align all aspects of a school culture to learners and teachers; monitor the alignment of curriculum, instruction, and assessment; improve instructional practices through the purposeful observation and

evaluation of teachers; ensure the regular integration of appropriate assessments into daily classroom instruction; use multiple sources of data to improve classroom instruction; provide teachers' with focused, sustained; and engage all community stakeholders in a shared responsibility for learners' and school success. This suggests that HoDs must ensure that they engage all community stakeholders in a shared responsibility for learners' and school success.

2.3.2 Collaborative leadership

Hallinger and Heck (2010) postulate that in order for a school to be successful in curriculum supervision and implementation it must apply a collaborative leadership style, since collaborative leadership centres on strategic, school-wide actions that are directed towards school development, and shared among teachers. HoDs may use a collaborative leadership style to supervise curriculum because it entails the use of governance structures that empower teachers and pupils; it encourages broad participation in decision making, and fosters shared accountability for learner learning. This suggests that supervision and implementation of curriculum can be achieved through a collaborative leadership style.

2.3.3 Distributed leadership

Maringa (2016) conducted an epistemological study using interviews as a way of gathering data. The purpose of the study was to discover principals' experiences of managing the curriculum in secondary schools in the Mopani district. The study reveals that HoDs may adopt a distributed leadership style to manage the school curriculum because it involves multiple leaders, Maringa (2016) states that a distributed leadership style ensures that there is interaction within SMTs. This suggests that HoDs may use a distributed leadership style to supervise and manage the curriculum because it largely contributes to the growth and success of the school. Spillane (2005) asserts that in a distributed leadership style every teacher in the school is considered as a leader with a purpose.

2.3.4 *Laissez-faire* leadership

Kurland, Peretz and Hertz-Lazarowitz (2010) point out that a *laissez-faire* leadership style represents the absent of a leader because the leader avoids taking decisions within the school. A *laissez-faire* leadership style may be viewed as non-leadership and as the most passive type of leadership, because it hampers school effectiveness. This suggests that HoDs in schools who apply and supervise using this style of leadership are associated with poor learner performance and set poor goals and outcomes.

2.3.5 Transactional leadership

Nell (2015) states a transactional leadership style is being used when HoDs influence teachers in the process of supervision. HoDs can use a transactional leadership style to manage and supervise curriculum since it involves both themselves and educators. Nell (2015) states that with this leadership style, teachers can be awarded certificates for the work performed in implementing curriculum. This suggests that this style of leadership can be applied in schools by HoDs in supervising curriculum because it recognises the good work teachers have done in schools.

2.3.6 Transformational leadership

Maringa's (2016) conducted an epistemological study using interviews as a way of gathering data, the purpose of the study was principals' experiences of managing the curriculum in secondary schools in Mopani district. The study reveals that a transformational leadership style is a style that HoDs use in schools with the intention of bringing change. Nell (2015) states that transformational leadership provides intellectual encouragement to teachers, because it provides support, professional practices and values that foster participation in school curriculum decisions. This suggests that transformational leadership concentrates on the development of HoDs and teachers.

2.3.7 Democratic leadership

According to Spillane (2005), democratic leadership can be linked with distributed leadership. Spillane (2005) asserts that the characteristics which define this style are teamwork and consultation, decentralisation of planning, organisation and control, and involvement of educators, learners and parents in curriculum decision-making processes and supervision. This suggests that HoDs can use a democratic leadership style in curriculum supervision and management because it motivates teachers, parents and pupils to realise the goals of the school and curriculum. Thijs and van den Akker (2009) specify rationale in the web to be the most important aspect in curriculum supervision.

Rationale represents the fundamental reasons or intentions for a particular set of thoughts and actions; it serves as a justification for doing something; in the case of HoDs, for the decisions on how they will supervise (Khoza, 2015). Rationale in curriculum studies acts as a central link, connecting all curriculum components or concepts. Studies look into personal rationale, social rationale and professional rationale. This suggests that curriculum implementation and teaching practice should be driven by the understanding of all curriculum concepts, which are: rationale, goals, content, resources, time, accessibility, assessment, teachers' role, teaching and learning activities, and the teaching environment.

2.4 Conceptual framework

Rowley and Slack (2004) state that a conceptual framework is the obligatory instrument for promoting an understanding of the meaning of concepts about the phenomena in the research study. Leshem and Trafford (2007) argue that a conceptual framework should drive and give meaning to a study. Thijs and van den Akker (2009) indicate that the rationale of the web is to be the important link connecting all the components of the curriculum. The rationale is positioned in the middle as the answer to the question “Why are SMTs supervising the curriculum?” The components correlate with each other, promoting unity and reliability and support in curriculum supervision. The image of the spider web illustrates the weak nature of a curriculum. The curricular spider web is subject to change if some threads are pulled harder than others. This study is driven by 10 components of the spider web, namely: rationale, goals, content, resources, time, accessibility, assessment, teacher role, teaching and learning activities, and the teaching environment (Thijs & van den Akker, 2009). These components drive the supervision of any successful teaching and learning process as depicted in Figure 2.5 below. It is crucial for SMTs to attend to all 10 components of the curricular spider web in order to achieve outcomes desired by the system These form the framework which drives the performance curriculum, the CAPS (Khoza, 2015).

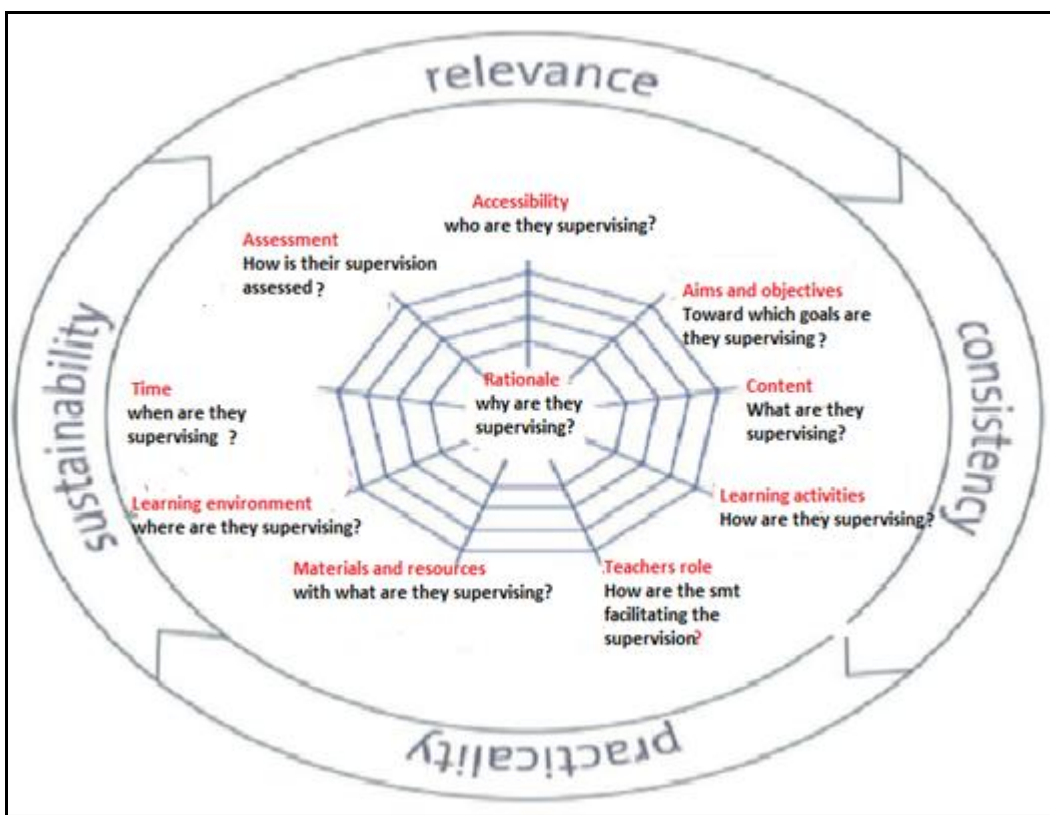


Figure 2.5: Curricular spider web components adopted from Thijs and van den Akker (2009:109)

Studies conducted by Kreber and Cranton (2000), Killen (2007) and Khoza (2015) abridged these components of curriculum spider web by putting them in question format to make them easily understood. Table 2.1 shows the components of the curricular web, the propositions and relevant questions that will be used in this study.

Table 2.1: Components of curriculum

	Components	Propositions	Research questions
1.	Rationale	<ul style="list-style-type: none"> ➤ Personal ➤ Societal ➤ Content 	What are you supervising?
2.	Accessibility	<ul style="list-style-type: none"> ➤ Physical ➤ Financial ➤ Culture 	How do you access supervision?
3.	Aims/objectives	<ul style="list-style-type: none"> ➤ Aims ➤ Objectives ➤ Outcomes 	Towards which goals are you supervising?
4.	Content	<ul style="list-style-type: none"> ➤ Topic ➤ Sub topic 	What are you supervising?
5.	Supervision activities	<ul style="list-style-type: none"> ➤ Formal activities ➤ Informal activities ➤ Continuous activities 	How are you supervising?
6.	Resources	<ul style="list-style-type: none"> ➤ Hardware ➤ Software ➤ Ideological ware 	With what are you supervising?
7.	SMTs roles	<ul style="list-style-type: none"> ➤ Manager ➤ Facilitator ➤ Leader 	How do you facilitate supervision?
8.	Location	<ul style="list-style-type: none"> ➤ Face-to-face ➤ Online ➤ Blended 	Where are you supervising?
9.	Time	<ul style="list-style-type: none"> ➤ Day ➤ Week ➤ Holidays 	When are you supervising?
10.	Assessment	<ul style="list-style-type: none"> ➤ Formative assessment ➤ Summative assessment 	How do you assess supervision?

Thijs and van den Akker (2009) assert that to achieve implementation of curriculum all the components in the curriculum spider web must be addressed and considered in the same manner. This means that if all the curriculum spider web concepts are given equal attention, the curriculum at the macro level, or the intended curriculum, will be implemented successfully. Khoza (2015) points out that these concepts in the curriculum spider web cannot be treated equally in the process of implementation; some of the concepts will be given more attention than others. This clearly suggests that the literature reviewed and the findings of this study will show how SMTs supervise curriculum within these concepts, which is the reason why the study uses a curriculum spider web as a framework. However, the study aims to unpack issues around supervision of curriculum in primary schools.

2.4.1 Rationale of supervising CAPS in primary schools

Thijs and van den Akker (2009) view rationale as the response to the question of why the SMTs are supervising in schools. This suggests that SMTs supervising curriculum should be driven by a particular rationale. The study conducted by Mpungose (2016) reveals that a rationale should be based on three propositions: personal experience, social experience and professional experience. An interpretive qualitative study was conducted by Khoza (2016) on teaching without using purposive sampling. The purpose of the study was to explore postgraduate students' understanding of curriculum visions and goals in teaching their subjects. The study revealed that the issue of personal experience plays a major role in achieving a curriculum. In other words, personal experience helps SMTs to easily master the supervision of any curriculum. Fomunyam's (2014) findings anticipate those of an interpretive qualitative study conducted by Khoza (2016) on postgraduate students' understanding of curriculum visions and goals in teaching their subjects, namely that SMTs should identify theories that underpin CAPS before they supervise curriculum in order for them to understand the supervision process and the rationale as to why are they supervising. This suggests that each and every SMT member supervising curriculum should have a particular theory which will address individual needs, drawn from personal experience, in order to supervise curriculum successfully.

There are various studies, such as Coleman et al. (2003), Thijs and van den Akker (2009), Kehding (2014), Kohza (2015) and Khoza (2016) that have been conducted that reveal the rationale for SMTs' supervising curriculum. Maringa (2016) indicates that most SMTs supervising CAPS are driven by professional rationale because they are following what is prescribed in the policy. This suggests that HoDs supervising CAPS in primary schools may be driven by professional experience of curriculum content in their supervision process. According to Thijs and van den Akker (2009), the rationale plays an integral part in linking all the 10 components of the curriculum spider web. Khoza's (2015) interpretive case study on exploring two groups of postgraduate students' understanding of curriculum visions and goals reveals that all 10 components are vital and must be treated equally in supervising curriculum. Khoza's (2015) study

reveals some reasons why SMTs supervise curriculum. In the study, document analysis, semi-structured interviews and participant observations were used for data generation, and purposive sampling was used in selecting participants. The study reveals that the rationale for supervising the CAPS can be much influenced by the personal perspectives of all stakeholders supervising curriculum. Some SMTs supervise because of the needs of their society. Maringa (2006) says that the community should enlarge the professional behaviour that will promote professional effectiveness in the supervision of curriculum. HoDs as professionals should understand the rationale behind supervising learners and teachers living in the community. This suggests that, SMTs supervise the curriculum because they want to assist schools and give back to the community.

2.4.2 Towards which goals (aims/objectives/outcomes) are SMTs supervising curriculum?

Khoza (2015) postulates that the concept of aim may be viewed as an intention indicating what is to be covered. “Aims” refers to the subject matter to be covered. The term “aim” refers to long-term goal, while an “objective” is viewed as a short-term goal, but they both indicate an SMTs intentions (Khoza, 2015). “Outcomes” are what SMTs should achieve by the end of the year (Kennedy, 2006). The goals are generated from the subject content and measured through assessment processes (Harden, 2002). This suggests that it is through the supervising of prescribed content, and assessment, that the goals of curriculum will be achieved. Khoza (2015) conducted a case study on learning outcomes using university facilitators, and concluded that SMTs should always align aims, objectives and outcomes based on the supervision of curriculum for them to do justice to their teachers. This suggests that SMTs should understand the importance of aims and subject content in order for educational goals to be achieved.

In most African countries the process of curriculum supervision and the management of the organisation is a norm. Supervision is used to ensure a high educational standard. The term “supervision” is mostly used in South Africa schools, but in some other countries they refer to supervision in school as “inspection” (Charles, 2014). Most authors in the literature reviewed still use the terms inspection and supervision, depending on their contexts. For the purpose of this study the researcher will continue using supervision of curriculum for the South African context. The interpretive qualitative study conducted by Wanzare (2002) examined some of the problems that make school inspection difficult in Kenyan schools, The study identified the purpose of supervision as dominant strategies used by SMTs to monitor and improve the standard of education.

Studies reveal that every curriculum manager (SMT) must clearly state the aims that curriculum implementers (teachers) should intend to achieve. This suggests that HoDs must be coached to have their own aims before their supervision of CAPS. Mabude (2002) asserts that the aims of the intended curriculum should include providing opportunities for pupils to further their studies, find employment, and create self-

esteem that will influence the learner's success. This suggests that any intended curriculum should aim to enhance the pupils' future which should include their right of entry to universities.

Objectives should show what HoDs want to supervise during the process of supervision, This is in line with the study conducted by Khoza (2013) on eight Educational Technology lecturers who use web-based teaching and learning environments to teach their modules at a higher education institution in South Africa. Data were generated through document analysis, observation and one-to-one semi-structured interviews. The study showed that objectives must be in line with the supervision of curriculum to achieve the educational goal. This suggests that, the appropriate use of objectives by SMTs during the supervision and implementation of the curriculum with enhance the quality of education.

Khoza (2014) mentions that the curriculum spider web does not include outcomes as a proposition; however, supervision outcomes are more important than aims and objectives in terms of looking at how HoDs supervise attained curriculum. This suggests that the curriculum spider web does not cover all concepts in evaluating the curriculum since supervision outcomes are not addressed. Khoza (2014) raises the point that SMTs should take outcomes as a key goal is supervising curriculum, even though they are not mentioned in the curriculum spider web.

Van den Akker (2010) reveals that there are three most vital elements when dealing with supervision of curriculum. The three elements consider whether outcomes were intended (but not implemented), implemented (but not attained successfully), or attained. Khoza (2013) states that intended outcomes are initial outcomes that are planned in order to drive curriculum, and they are planned before learning processes take place. The attained outcomes are outcomes that are achieved by pupils at the end of an attained curriculum, and should be supervised. This suggests that those supervising curriculum cannot supervise without any stated outcomes. Therefore, it calls for HoDs to reflect on supervising outcomes in order to understand how to transform their supervision practice.

2.4.3 How do you access supervision?

Every child should have access to attained curriculum regardless of their ethnicity, socio-economic status or gender. This further suggests that without involvement of SMTs in the implementation of a curriculum, that might affect its implementation. Khoza (2015) states that the ability of SMTs to ensure access to education depends on certain conditions, which include physical accessibility (is it possible to reach school?), financial accessibility (is the education affordable?), and cultural relevance (is the programme socially acceptable?).

Bennie and Newstead (1999) assert that dedication to curriculum supervision needs a conducive environment, such as a school. This suggests that SMTs should have access to any physical infrastructure where supervision takes place. As mentioned above, Khoza (2016) conducted an interpretive qualitative study on teaching. Using purposive sampling, the purpose of the study was to explore the postgraduate students' understanding of curriculum visions and goals in teaching their subjects. The study also revealed that most curriculum leaders prefer to teach in urban schools rather than rural schools. The fact is that rural schools are not easily accessible because of their difficult physical environment, which may include gravel roads and rivers.

Furthermore, the South African Department of Basic Education has indicated that there is a shortage of SMT members who are well educated. As a result, the Department has proposed a bursary scheme to financially assist SMTs to further their studies. Financial constraints in SMTs may deny their access to education to learn how to supervise CAPS.

SMT members are tasked to ensure that curriculum implementation is effective at all levels within the school. They are office-based educators who are, in most instances, called Heads of Department (HoDs) because of the nature of their work. They also teach, but only one subject. CAPS (2014) explains that HoDs are supposed to be experts in their fields, and thus qualified to supervise curriculum.

2.4.4 What content are you supervising?

Jansen and Sayed (2001) state that the content of the subject to be supervised is determined by subjects' topics learned. Curriculum supervision must begin with considering what subject knowledge needs to be learned, and what subject topics need to be covered as per the intended curriculum. Subject knowledge and subject topics are vital elements when curriculum supervision takes place. Therefore, subject content should be balanced, well sequenced and organised (Khoza, 2015). Shoba (2009), conducted a case study looking at the role of SMTs in curriculum management in schools. The aim of this study was to have an in-depth understanding of the role of an SMT in curriculum management, and how the team members understand and interpret their roles with regard to the new curriculum policy. The study used interviews and referred to departmental documents in analysing methods to collect data relevant to the questions. The study findings revealed that SMTs should possess knowledge of the subjects they supervise and they should understand the topics to be covered as per the intended curriculum.

Mpungose (2016) conducted a study framed by a critical paradigm. The study adopted a qualitative approach and used three techniques to generate data, namely: an open-ended questionnaire for participants' reflective activity, one-to-one semi-structured interviews, and focus group semi-structured discussion. The

study revealed that SMTs must know all parts or topics of the subject. Supervision begins with understanding what is to be learned. In the South African context, the CAPS document states all the systematic topics, contents, concepts and skills to be supervised by HoDs, including all the prescribed practical activities or experiments. This suggests that HoDs must possess enough content knowledge to supervise the CAPS content. Khoza (2015) asserts that content knowledge depends on an understanding of specific knowledge about the subject topic. It also depends on how to explain subject content in a way that will be logical to the pupils.

2.4.5 How are you supervising?

Khoza (2015) asserts that supervising activities refers to experience that HoDs need in order to have particular competencies. CAPS (2011) clearly outlines the activities to be supervised which are formative assessment (informal), summative assessment (formal), and continuous assessment. Khoza (2015) views informal assessment activities as activities for learning, because they include all activities taking place within the school. Formal assessment activities are known as activities of learning done at the end of each teaching programme in order to see if learners have achieved the learning outcomes. Continuous assessment (CASS) activities are done per term in the school so as to assist teachers to understand learners' progress. Furthermore, CASS enhances continuous activities, which are often determined by repeated summative assessments and formative assessment activities (Kennedy, 2006). This suggests that CASS is about the combination of project and control tests given to learners. According to CAPS 2011), this kind of assessment should be conducted per term. Teachers are thus compelled to give CASS to learners. As a result, it makes up a certain percentage in the learner's final mark. of a learner.

Shoba (2009) conducted a case study on the role of SMTs in curriculum management. The aim of this study was to have an in-depth understanding of the role, and how the team members understand and interpret their roles with regard to the new curriculum policy. The study findings anticipate CAPS (2011): informal activities such as observation, discussion, demonstration, classwork and homework should be used by HoDs and other teachers to prepare learners for formal assessment. This suggests that HoDs can use informal activities to evaluate supervision by looking at how learners are performing in informal activities. As a result, it becomes easy for HoDs to fill in their supervision forms based on informal activities. CAPS (2011) explains that those informal tasks are done to give feedback to learners and inform teachers' planning, but do not need to be recorded. This suggests that teachers should not stop doing informal tasks. Informal tasks must be made available when needed by SMTs, HoDs, parents and other education officials (Bush & Glover, 2016) .

However, the most important activities are formal activities; this is because formal activities are recorded for the promotion and progression of learners. The recorded work must always be made available for HoDs for moderation. Bush and Glover (2016) stipulate that learners be given formal activities that should be marked and recorded for certification and reporting. This suggests that all formal activities must be moderated by SMTs for quality assurance. Both pre-moderation and post-moderation should be done in all formal tasks like tests, examinations, practical tasks, projects, etc. As a result, HoDs should have their own programme of formal activities to be supervised each term. The purpose of formal activities being marked and recorded is to ensure that parents see the learners' progress.

Galane (2016) conducted a study, framed by a critical paradigm, that adopted reflective activities, one-to-one semi-structured interviews, and focus group discussion, entitled *Subject Advisors' Reflections on the Supervision of Grade 3 Mathematics CAPS Implementation in Mpumalanga Province*. The study revealed that SMTs are agents of change that supervise curriculum, and understand which activities are to be done per subject. Taole (2013) states that activities that are supervised by HoDs will determine the success or failure of CAPS. The discussed literature assertion that supervising activities should address informal, formal and continuous activity. Bush and Glover (2016) recommend that activities in schools should mainly focus on learning outcomes to ensure that learners participate in the process of teaching.

2.4.6 How do you facilitate supervision? (SMTs roles)

Coleman et al. (2003) state that HoDs' roles in curriculum supervision and implementation are teacher-centred (as instructors), learner-centred (as facilitators), and content-centred (as assessors), which ensures a successfully achieved curriculum because of a good association between the intended and implemented curricula. They state that it is important for HoDs to choose the relevant leadership style in order to support their role in supervision. This suggests that HoDs may have different leadership styles in curriculum supervision. When they use the prescribed aims and objectives to supervise curriculum, they are employing a democratic leadership style. Hallinger and Heck (2010) point out that an HoDs role is determined by the leadership style that he or she adopts.

2.4.7 With what are you supervising (resources)?

Khoza (2012) defines resources as teaching aids that facilitate supervision and teaching. Khoza (2012) conducted a study that identifies hardware resources, which are any tools or machines used in education for supervision; software resources, which are any material used with hardware to display data; and ideological ware resources, which are resources that we cannot see and touch in education. The study cites ideological ware as the key resource that drives supervision in education. The Department of Basic Education has developed the School Administration Managers (SAMs) as an instrument to monitor the

curriculum coverage and supervision. According to the Department, SAMs are used by SMTs during school supervision of the curriculum to track progress in the completion of the syllabus.

The Departmental guidance on curriculum supervision does not specify the resources to be used by HoDs when they supervise the intended curriculum, but mainly focuses on resources for experiments. Khoza (2012) writes that there is a need for prescribed resources to make education effective and inspiring. This suggests that if the resources are not prescribed that will affect the curriculum supervision and implementation. The curricula for the Foundation Phase in primary schools have recommended resources to be used in the phase, like soft-ware resources, which are any material used with hardware to display data. The Department contributes to schools by providing textbooks to be used as primary resources. It should be noted that most of these textbooks provided by the government are not in line with CAPS, which affects curriculum implementation and supervision (Khoza, 2015). During the supervision process SMTs expect to find resources in classrooms and evidence on how those resources have been used, but they have found that schools do not have access to the basic resources needed to implement and supervise the curriculum.

2.4.8 Where are you supervising? (Location and time)

Thijs and van den Akker (2009) contend that time and location are the most vital components to be used by HoDs in curriculum supervision. In this study location and time are used as one concept. SMTs supervise their teachers by following the prescribed document on how to supervise curriculum using face-to-face contact classes. This suggests that supervision can occur in allocated time and in demarcated areas like classrooms and laboratories. Section 4 of the Employment of Educators Act (1998) stipulates that all teachers should be at school for a minimum of seven hours per day. This suggests that curriculum supervision by SMTs demands more time to be effective. It can be easily achieved if SMTs invest more time in monitoring CAPS. Pinar (2012) states that curriculum supervision can be effective in schools, but needs more time for personal interaction and contact among SMTs and teachers. Khoza (2016) agrees that in order for CAPS to be successfully monitored more time is needed.

2.4.9 How do you assess supervision?

Assessment is defined as collecting information on pupils to determine their understanding or their performance with regard to curriculum experiences (Taole, 2013). Taole (2013) and Kennedy (2006) point out that assessment can take place using different tools like examinations, tests and observation. Thus the Department of Basic Education (2011) defines assessment as a continuous plan of identifying, collecting and interpreting the data about the performance of learners in their learning, using different forms of assessment. Taole (2013) states that assessment is often described in terms of formative assessment or summative assessment, including continuous assessment. As a result, assessment is categorised into formative assessment (assessment for learning), summative assessment (assessment of learning), and peer

assessment (assessment as learning). These types of assessment can be further arranged according to three levels of experience: peer assessment is associated with informal experiences as learners assess and correct each other by sharing information after they have written in a classroom. Summative assessment is linked to formal experiences since it is formal and is done for the purpose of grading, selection and certifying learners based on marks they obtained. Formative assessment can be based on non-formal experiences since it is done for corrective purposes. This suggests that HoDs' experience will assist them to understand this type of assessment when supervising curriculum.

2.4 Planning assessment (adapted from Earl & Katz 2006).

SUMMARY OF PLANNING ASSESSMENT			
	Assessment for learning (Formative assessment)	Assessment as learning (continuous assessment)	Assessment of learning (summative assessment)
Why supervising?	To enable HoDs to determine next steps in advancing educators' ability to implement curriculum.	<ul style="list-style-type: none"> • To guide and provide opportunities for each educator during curriculum supervision. • To supervise and critically reflect on his or her teaching, and identify next steps. 	To certify or inform the Department of Basic Education or other stakeholders of educator's proficiency in relation to curriculum learning outcomes coverage.
Supervising what?	Each educator's progress and teaching needs in relation to the curriculum outcomes.	Each educator's thinking about his or her teaching, what strategies he or she uses to support or challenge that teaching, and the mechanisms he or she uses to adjust and advance his or her teaching.	The extent to which educators can apply the key concepts, knowledge, skills, and attitudes related to the curricular outcome.
What methods?	A range of methods in different modes that make educators' skills and understanding visible.	A range of methods in different modes that elicit educators' learning and metacognitive processes..	A range of methods in different modes that assess both product and process.

<p>Ensuring Quality</p>	<ul style="list-style-type: none"> ● Accuracy and consistency of observations and interpretations of educators' teaching. ● Clear, detailed teaching and learning expectations. ● Accurate, detailed notes for descriptive feedback to each student. 	<ul style="list-style-type: none"> ● Accuracy and consistency of educators' self-reflection, self-monitoring, and self-adjustment. ● Engagement of the educator in considering and challenging his or her thinking. ● Educators record their own teaching. 	<ul style="list-style-type: none"> ● Accuracy, consistency, and fairness of judgments based on high-quality information. ● Clear, detailed teaching expectations. ● Fair and accurate summative reporting.
<p>Using the information</p>	<ul style="list-style-type: none"> ● Provide each educator with accurate descriptive feedback to improve his or her teaching. ● Differentiate support by continually checking where each educator is in relation to the curricular outcomes and coverage. ● Differentiate support by continually checking where each educator is in relation to the curricular outcomes and coverage. ● Provide the district and provincial Department of Education with descriptive feedback about educators' ideas, and level of support needed. 	<ul style="list-style-type: none"> ● Provide each educator with accurate descriptive feedback that will help him or her develop independent teaching habits. ● Have each educator focus on the prescribed content and his or her teaching (not on getting the right answer). ● Provide each educator with ideas for adjusting, rethinking, and articulating his or her teaching. ● Provide the conditions for the educator and student to discuss alternatives. ● Educators report about their teaching 	<ul style="list-style-type: none"> ● Indicate each educator's level of teaching for discussions on placement or promotion ● Report fair, accurate, and detailed information that can be used to decide the next steps in an educator's teaching..

During the teaching and learning process the activities of a teacher and learner are regarded as formative assessment (Taole, 2013). These activities will reflect on teachers, on how learners are progressing. Khoza (2015) states that formative assessment must be viewed as part of learning. This suggests that in formative assessment, teachers must assist learners to comprehend and make progress during CAPS implementation. Formative assessment should be aiming to provide assistance to learners who are struggling to understand the curriculum, and plays a huge role in curriculum supervision so as to check whether learners' activities are prescribed by the policy document. Therefore, it is necessary for HoDs to reflect on this type of

assessment for transformation purposes in supervision. Formative assessment, according to Khoza (2015), refers to the practice of providing feedback to pupils with the aim of improving their knowledge. Formative assessment also varies as a range of formal and informal procedures used by teachers to transform the learning process so as to improve learner achievement. However, formative assessment cannot be regarded as the end point in assessment because there is a need for an assessment of learning which is called summative assessment.

Khoza (2015) explains that summative assessment is conducted by educators who are externally administered, and is mostly used to examine the performance of teachers and learners. The supervision of curriculum must take place in the school, and be aligned with CAPS to accommodate summative assessment.

There is limited literature on peer assessment. However, Earl and Katz (2006) assert that peer assessment is not only about teachers teaching learners: learners must also find answers themselves. Learning is an active process of cognitive restructuring that occurs when individuals interact with new ideas (Earl & Katz, 2006). This suggests that the role of HoDs in peer assessment is to supervise and design teaching and assessment that give learners an opportunity to think for themselves and supervise their own learning.

2.5 State of curriculum in the South African context

Back in 1994, Christian National Education (CNE) was the curriculum existing under the governing authority (Le Grange, 2010). When democratic government took power in 1994, South Africa experienced a massive change in enacted curriculum. The new curriculum was implemented in both primary and high schools to achieve the goals of the Department of Education, namely planning, organisation and control, and the involvement of educators, learners and parents in curriculum decision making, and supervision (Engelbrecht & Harding, 2008). Furthermore, the DoE, with HoDs assisting, realised that countless pupils were not acquiring problem-solving or critical thinking skills. In 1995 the then Minister of Education, Sibusiso Bhengu, announced the implementation of a new curriculum called Curriculum 2005 or Outcomes-Based Education, a system in terms of which active learners would be evaluated on an ongoing basis and HoDs would be able to supervise and evaluate the operation of a curriculum that accommodated all. Curriculum 2005 aimed to develop critical thinking and connect pupils' and learners' knowledge to real life situations.

Mabotsa (2005) explains that Curriculum 2005 was introduced as a way to jettison the apartheid curriculum, which was described as dogmatic, authoritarian, educator-based, racist and sexist. Mabotsa (2005) states that Curriculum 2005 was revisited and reworked because of its problems, and this led to the introduction

of the Revised National Curriculum Statement (RNCS) Engelbrecht and Harding (2008) point out that many HoDs were frustrated in their curriculum supervision by these drastic changes since they were not trained and consulted on how to manage them. This suggests that curriculum supervision in schools requires training and needs guidance. SMTs professional experience is the main contributor to curriculum, but HoDs are not always given the opportunity to state their opinions. According to the Revised National Curriculum Statement, HoDs and other educators are mediators of learning, interpreters and designers of learning programmes and materials leaders.

In 2010 the Education Department announced that the RNCS must come to an end, and SMTs were introduced to CAPS as the national curriculum. CAPS was gradually implemented in the Foundation Phases in 2011, and fully implemented in all grades in 2012. CAPS is used as the policy document that guides teachers and HoDs in the supervision of the curriculum, learning and teaching in South African primary and high schools. The study conducted by Makhwathana (2007) revealed that many HoDs believe that the change of curriculum was not necessary. However, Kenny and Doherty (2014) stated that SMTs felt that curriculum change was inevitable and significant in a progressive society.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Research design and methodology

3.1.1 Introduction

The literature reviewed in Chapter 2 presented SMTs' experiences in the supervision of CAPS in South African primary school. Chapter 2 discussed in practical detail curriculum matters such as intended curriculum, implemented curriculum and achieved curriculum, SMTs as curriculum leaders, and the state of curriculum in the South African context. Chapter 2 also presented the 10 concepts of the curricular spider web as the conceptual framework. This chapter covers the following issues in research design and methodology: the research paradigm (interpretive); the research style/approach (case study), sampling (purposive and convenience); data generation methods (semi-structured interviews, focus group discussion and reflective activities); the trustworthiness/authenticity of the research (its credibility, dependability, transferability and conformability); data analysis (thematic analysis); ethical issues, and study limitations.

The study intends to establish the above findings by answering the following questions:

- What are SMTs' experiences in the supervision of CAPS in the primary school?
- What are the lessons that can be learned from SMTs' experiences in curriculum supervision in primary school?
- Why do SMTs experience the supervision of the CAPS the way they do?

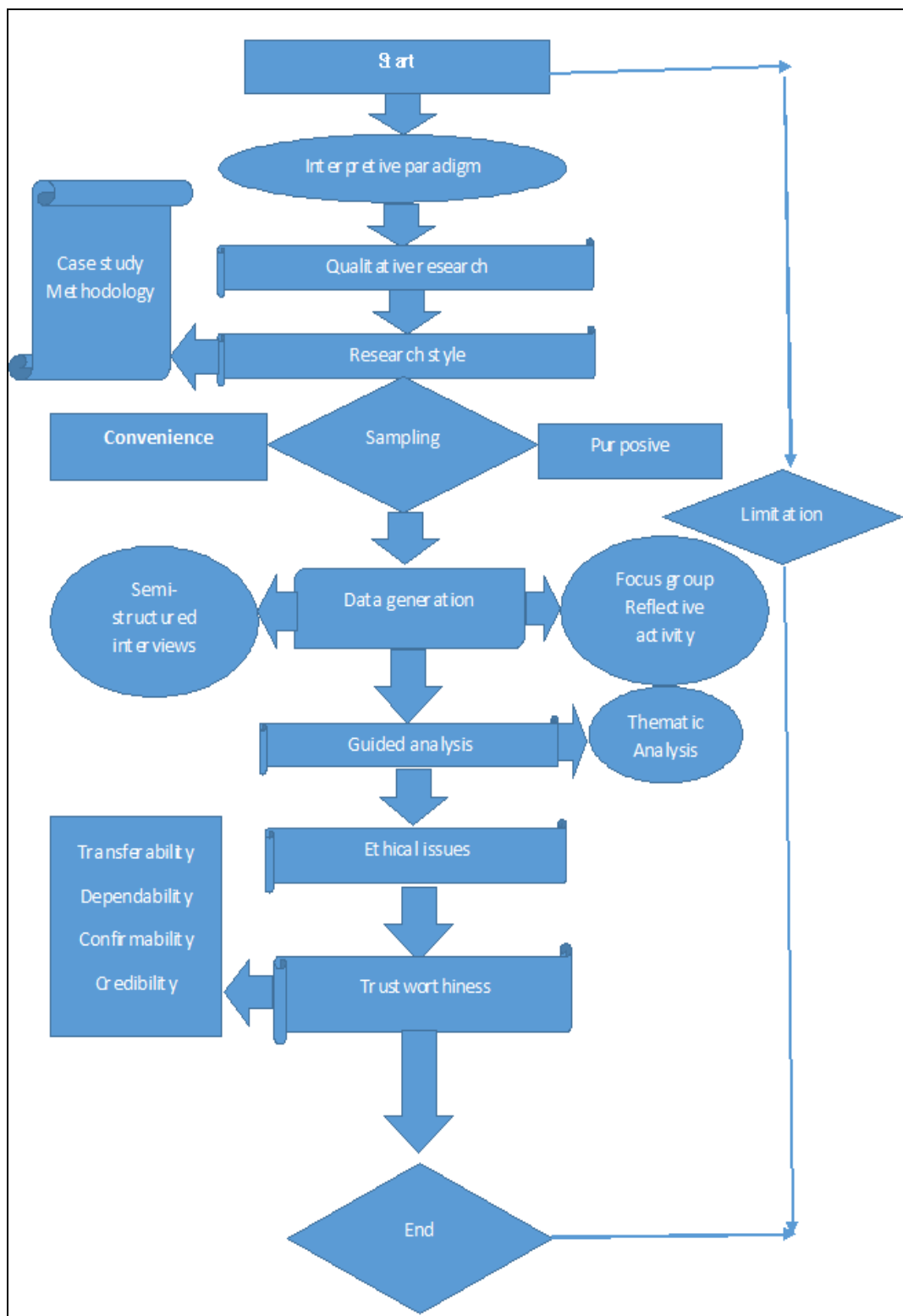


Figure 3.1: Chapter 3 flow chart

3.1.2 Research paradigm

A paradigm is a shared world view that represents the beliefs and values in a discipline, and that guides how problems are solved (Hurt, 2010). In this study, it seeks to describe the world assumption about the

nature of social reality, known as ontology, what we believe about the nature of reality. Christiansen, Bertram and Land (2010) state that a research paradigm represents a particular world view that defines the researcher who holds this view. Ma (2015) points out that a paradigm can embrace an important aspect of precisely what drives the research and a researcher's perspective of paradigm. Patton (2002b) states that paradigms describe ways of knowing, namely, epistemology and ethics and value systems known as axiology. This study is positioned within the interpretive paradigm, since it is dealing with a world of lived experiences (SMT experiences). There are different types of paradigm that a researcher can base his/her work on. These paradigms include the post-positivist, interpretive and critical paradigms as depicted in Figure 3.2 below.

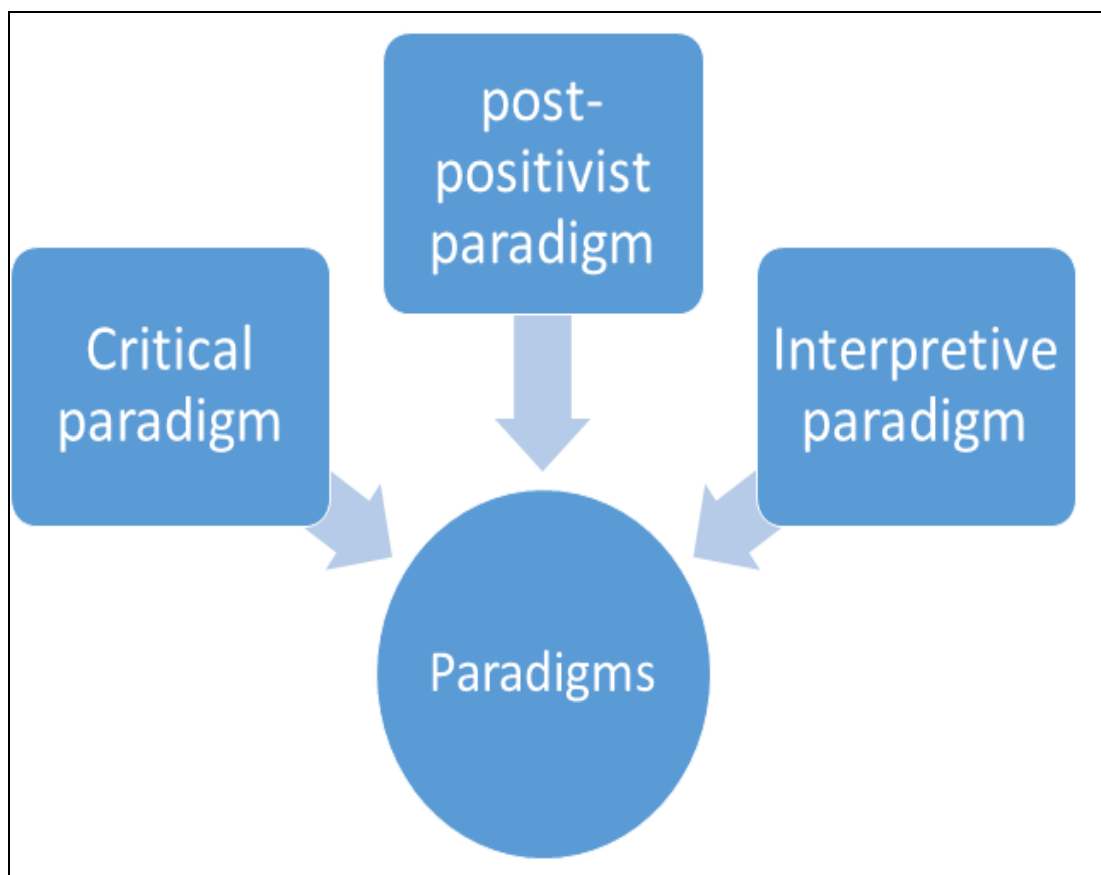


Figure 3.2: Paradigms

Cohen, Manion and Morrison (2000) define a critical paradigm as a paradigm in which a researcher aims not just to describe and understand, but also to enhance justice and fairness in society. Christiansen et al. (2010) mention that a critical paradigm focuses on bringing about a change, and helping those people who lack power and have few opportunities based on their sex, race and class. Cohen et al. (2000) state that a critical paradigm aims to emancipate and empower individuals and groups in the society in order to bring about social change.

Johnson and Onwuegbuzie (2004) explain that a post-positivist paradigm indicates that there is only one truth, an objective reality that exists independently of human views. However, Jamal and Robinson (2009) state that reality has many ways to be known apart from through the use of scientific methods. Within the post-positivist framework reality is multiple, subjective, and mentally constructed by individuals (Crossan, 2003) .

Christiansen et al. (2010), affirm that the interpretive paradigm is based on the understanding of social behaviour and the meaning people associate with their experience. Confait (2018) describes the interpretive paradigm as an approach which opens a space for sharing the vigour of the natural sciences and the concern of social science to describe and explain human behaviour, and emphasises how people differ from inanimate natural phenomena. Creswell and Garrett (2008) argue that the interpretive paradigm is primarily geared towards understanding and gaining knowledge of an individual from his or her perspective. It intends to understand the world of human experience (Creswell & Garrett, 2008). Cohen et al. (1994) suggest that reality is socially constructed. The researcher has chosen to work within this paradigm because his research aims to understand SMTs' experiences in supervising the CAPS at primary school in Pinetown District. The research focuses on the role played by SMT members in supervising the curriculum. Nxumalo (2009) sees the interpretive research paradigm as primarily concerned with meaning, and seeking to understand society members' definitions and understanding of situations. Thanh and Thanh (2015) state that the aims of interpretive research are to present a perspective of a situation and to analyse the situation under study to provide insight into the way in which a particular group of people make sense of their situation or the phenomena they encounter. According to Creswell and Creswell (2017), the interpretive researcher states that educational strength is communally created. This suggests that an educational goal can be achieved when the stakeholders concerned (the community, the SMT, learners) work together to attain their common goal. The aim of interpretive educational research is to get to understand the significance societies give to the reality, not to conclude how the truth works. The researcher point in this case was that SMTs have answers to how they react towards the supervision of curriculum in schools

In the previous chapter "experience" was defined as the interactions of a person with an objective environment in the process of living. Creswell (2012) affirms that exploring SMT experiences in the supervision of CAPS could not be done by ignoring the larger social, cultural, and political context, as the interpretive approach to research is underpinned by the idea that people's behaviour is context-dependent. This suggests that one should comprehend the type of role environment can play in the SMTs' behaviour towards certain types of leadership style they practice. SMTs are the ones supervising in a given context, and they understand the context better than any other person, which is why it was deemed to be vital that they talk about their experiences themselves. Christiansen et al. (2010) mentioned that the aim of the

interpretive researcher is to look at how people understand the environment they work and supervise in. it was for this reason that this study explores SMTs' experiences in the supervision of CAPS at South African primary school in Pinetown District

Ma (2015) emphasises that humans or societies have unique characteristics like rules, norms, symbols, meanings, and values, which are different from the world of nature. Interpretivists hold that social phenomena are multi-layered and deserve multiple interpretations. By studying SMTs' experiences in supervising curriculum using an interpretive paradigm, Wells, Kolek, Williams and Saunders (2015) state that one can learn more about SMTs, and improve the supervision of curriculum in the education system. This suggests that if researchers could understand SMTs' opinions about their environment as well as their challenges, this could pave the way for further research into the education system, and that may assist to improve the implementation and supervision of the curriculum. Ma (2015) affirms that in order to ensure that participants are free and give the full details about their experience, researchers must first get to know the people they intend to study (SMTs). Knowing the participants will ensure they also know and trust the researcher. The researcher must then keep a full record of what was heard and observed from the participants (the research findings).

3.1.3 Qualitative research design

Christiansen et al. (2010) assert that research methodology refers to a design whereby the researchers choose data collection and analysis procedures to explore a specific research problem. Research methods are the ways of collecting and analysing data. According to Ntshaba (2012), the design is the plan in terms of which the study is conducted. The design must be selected in order to suit the nature of the research being conducted, and outlines how the research is being conducted from the beginning to the end. Christiansen et al. (2010) concur with Yin (2009) that research design is a plan for how the researcher will systematically collect and analyse data that are needed to answer the research question. Christiansen et al. (2010) and Yin (2009) suggest that a research design should consist of the following questions in order to answer the research question: how will the researcher generate data? What method will the researcher use? What will the researcher do with the data generated? How will the researcher make meaning of the data?

This study adopts a qualitative research design. The qualitative approach aims to investigate a problem or a case (Neill, 2007). In this study the qualitative approach is used to get rich and in-depth information about SMT experiences in the supervision of curriculum in primary schools. Neill (2007) views qualitative research as giving a platform to gain insights. This approach explores the depth, richness and difficulty of a case, and is often associated with the interpretive paradigms (Holton & Lowe, 2007). Bertram and

Christiansen (2014) affirm that qualitative data usually consist of textual or visual data. Examples may be field notes recording observations, ideas and thoughts about school visits, meetings attended or classrooms observed. The researcher decided to use the qualitative research approach as it would give him first-hand experience into SMTs' understanding of how curriculum supervision should be implemented. Through the qualitative approach, the researcher would get a better understanding of SMT experiences with the supervision of CAPS at primary school in Pinetown District.

Ma (2015) points out that qualitative research is appropriate for discovering new issues or to understand complex matters. This suggests that the researcher should ensure that participants provide the data that is relevant to the study by channelling them in the right direction when asking the questions. Ma (2015) and Check and Schutt (2011) state that the most commonly used qualitative research methods include case study, action research and ethnography research, etc. This study adopted a case study as the research method.

3.1.4 Research style (intrinsic case study)

Research style can be understood as a way to systemically solve or answer the research problem (Yin, 2009). There are different styles of research, namely, ethnographic research, life histories, action research, participatory research, surveys, the experimental style of research, and correlational studies as depicted in Figure 3.3 below (Bertram & Christiansen, 2014).

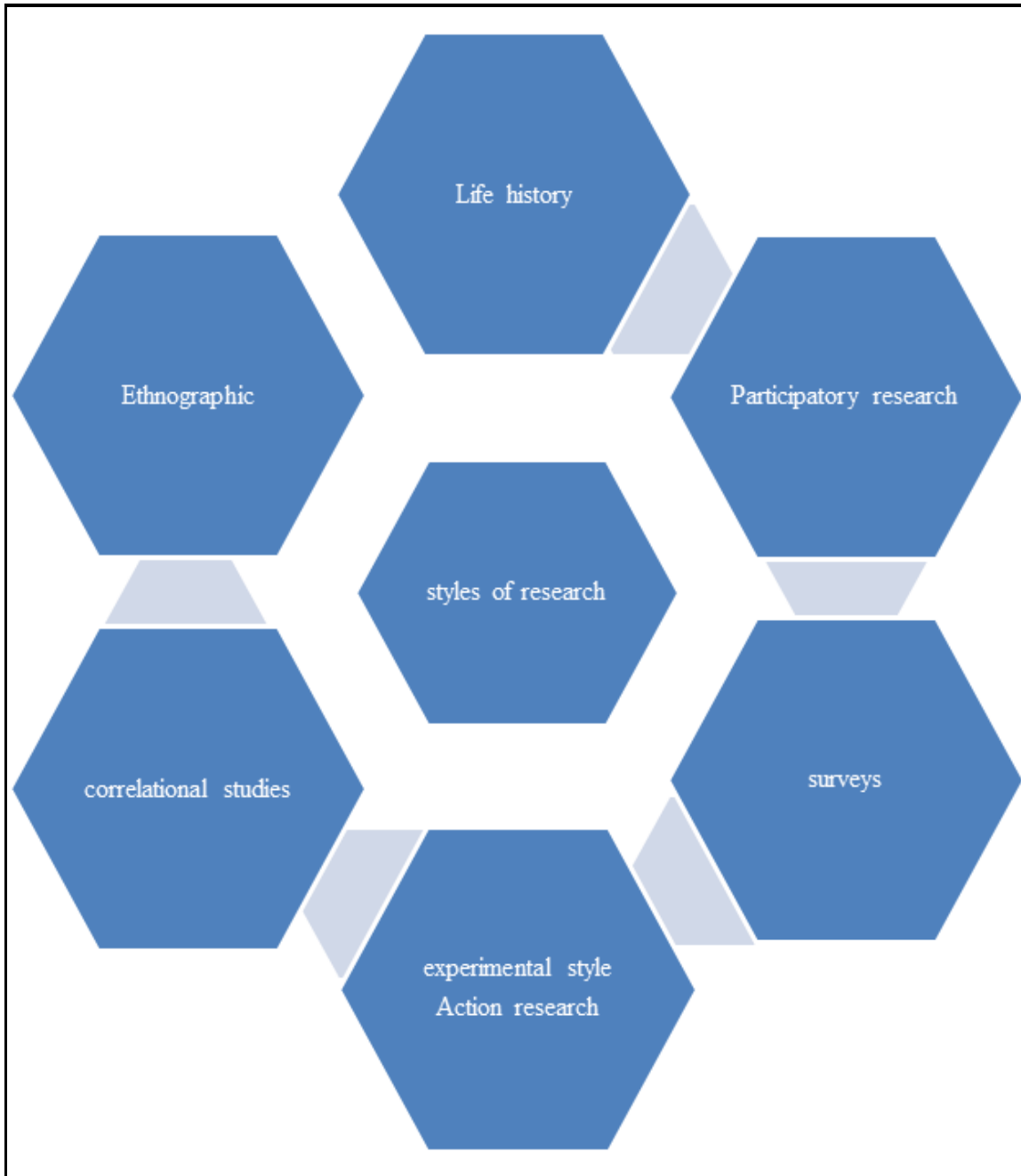


Figure 3.3: Research styles

Kohlbacher (2006) points out that the case studies can expand experience or add strength to what is already known through previous research. McKernan (2013) views a case study as a systematic and in-depth study of one particular case in its context. It is a style of research that is often used by researchers in the interpretive paradigm. McKernan (2013) views this style as a study that can be naturalistic or ethnographic in nature. Kohlbacher (2006) and Silverman (2013) propose three types of case study, namely, intrinsic, instrumental and collective. This study adopted the intrinsic case study approach to understand SMT experiences in supervision of the curriculum in primary school. An intrinsic case study studies the case because it is interesting in itself, and gives insight into ways of achieving a positive attained curriculum.

Ally (2004) mentions that case studies are used when a researcher wants to gather the data and provide others with in-depth information of a circumstance. For that reason, it was vital that the case study method be used so that the aim of this study (to explore SMT experiences on the supervision of CAPS at one primary school) could be achieved. Thus the selected populations for this study were the right candidates to explain experiences in the supervision of CAPS.

Springer (2009, p. 407) states that “the case study is advantageous because of the richness of information that results from the intensive focus on one situation.” Cohen (2007) asserts that a case study observes a population in its physical environment – case studies being mindful that the environment plays a huge role in influencing causes of certain behaviour in a given context. Because a case study is focused on a single case, it was easy for the researcher to generate data that gave a full sense of what it is like to experience supervision in a given setting (Check & Schutt, 2011). The identified HoDs had given the information based on their understanding, but the literature extended the information gathered from the HoDs by giving more information on the same problem around the world. The study was conducted in an urban area, and HoDs are used to participating in research studies.

3.1.5 Purposive Sampling

Sampling is defined as the act, process or technique of selecting a representative part of a population for the purpose of determining characteristics of the whole population (Gentles, Charles, Ploeg, & McKibbin, 2015). Bertram and Christiansen (2014) identify two main methods of sampling: random sampling and purposive sampling. Purposive sampling is adopted in this study. Tongco (2007) views purposive sampling as a random selection of sampling units within the segment of the population with the most information on the characteristic of interest. Christiansen et al. (2010) point out that purposive sampling means that the researcher makes specific choices about which people, groups or objects to include in the sample. The population of this research consisted of SMT members from one of the education districts in KwaZulu-Natal. Cohen (2007) affirms that purposive sampling enables the researcher to choose the nearest individuals in the population. Purposive sampling was employed to choose HoDs in Pinetown District. It was important to note that to get an in-depth understanding of the role of an SMT in curriculum supervision, the researcher had to have participants who were experienced in the field.

In this case, the researcher used the school that he is currently teaching in, since he would be able to observe the behaviour of SMTs when it came to supervision of curriculum. It was suitable for this study because it involved only three HoDs accessible in one urban primary school. The researcher recruited the participants through emails as formal communication to explain the nature of the study, and asking them to participate

in it, and verbally communicated with them to explain how the study would be conducted. The study enabled direct observation of participants and one-to-one semi-structured interviews. Christiansen et al. (2010) state that purposive sampling is frequently done through convenience sampling in order to overcome instances where the selected participants do not make it to the interview session.

3.1.6 Convenient sampling

Etikan, Musa, and Alkassim (2016) define convenience sampling as a group of the population chosen on the base of being accessible. As do Cohen et al. (2011), Christiansen et al. (2010, p. 43) describe convenience sampling as “choosing a sample which is easy for the researcher to reach”. The researcher selected HoDs with different years of experience in supervising curriculum in primary school. This helped him to understand the different experiences of HoDs supervising the curriculum in primary school. Cohen et al. (2011) mention that one of the restrictions of convenience sampling is that it does not deal with the issue of participants being representative of the population. As a result, the study hunted for understanding of different HoDs’ experiences in Pinetown District. To address this problem the researcher selected one primary school in Pinetown District where the study is located, but the school does not represent the entire district. However, the school was conveniently located and included all the features of the population.

3.1.7 Methods of data generation

Table 3.2: Data generation plan

	Focus	Objective 1	Objective 2	Objective 3
Why were the data being generated?	Exploring SMT experiences in the supervision of CAPS at one primary school in Pinetown District.	To explore school management teams’ experiences with the supervision of curriculum in primary school in Pinetown District.	To understand the lesson that can be learned from school management teams’ experiences in curriculum supervision in primary school.	To explain why school management teams experience the supervision of the Curriculum and Assessment Policy Statement the way they do in the primary school.
What was the research strategy?	Semi-structured interviews and focus group interviews. based on the curricular spider web concepts	Semi-structured interviews and focus group interviews to explore school management	Semi-structured interviews and focus group interviews to understand the lessons that can be learned from	Semi-structured interviews and focus group interviews to explain how school management

	were used to generate data.	teams' experiences.	school management teams' experiences.	teams experience the supervision of the Curriculum and Assessment Policy Statement.
Who (or what) were the sources of data?	Foundation phase ,Intermediate phase and senior phase HoDs supervising curriculum	Foundation phase ,Intermediate phase and senior phase HoDs supervising curriculum	Foundation phase ,Intermediate phase and senior phase HoDs supervising curriculum	Foundation phase ,Intermediate phase and senior phase HoDs supervising curriculum
How many of the data sources were accessed?	One foundation phase HOD, One intermediate phase HOD, One senior phase. Three HoDs in total	One foundation phase HOD, One intermediate phase HOD, One senior phase. Three HoDs in total	One foundation phase HOD, One intermediate phase HOD, One senior phase. Three HoDs in total	One foundation phase HOD, One intermediate phase HOD, One senior phase. Three HoDs in total
Where were the data generated?	Data were generated from three HoDs in a primary school.	Data were generated from three HoDs in a primary school.	Data were generated from three HoDs in a primary school.	Data were generated from three HoDs in a primary school.
How often were the data generated?	The data were generated through the semi-structured interviews with the HoDs using open-ended questions and focus group interviews. The interviews took about an hour at most with each HoD.	The data were generated through the semi-structured interviews with the HoDs using open-ended questions and focus group interviews. The interviews took about an hour at most with each HoD.	The data were generated through the semi-structured interviews with the HoDs using open-ended questions and focus group interviews. The interviews took about an hour at most with each HoD.	The data were generated through the semi-structured interviews with the HoDs using open-ended questions and focus group interviews. The interviews took about an hour at most with each HoD.
How were the data generated?	The data were generated through questionnaires, using semi-structured interviews and focus groups which were audio- and video-recorded.	The data were generated through questionnaires, using semi-structured interviews and focus groups which were audio- and video-recorded.	The data were generated through questionnaires, using semi-structured interviews and focus groups which were audio- and video-recorded.	The data were generated through questionnaires, using semi-structured interview and focus groups which were audio and video-recorded.

Justification of this plan for data generation:	This is a qualitative study. In a qualitative study a researcher aims to get an in-depth understanding of the HoDs' experiences. It was important to have semi-structured interviews so that HoDs would give their real experiences in an hour's interview.	This is a qualitative study. In a qualitative study a researcher aims to get an in-depth understanding of the HoDs' experiences. It was important to have semi-structured interviews so that HoDs would give their real experiences in an hour's interview.	This is a qualitative study. In a qualitative study a researcher aims to get an in-depth understanding of the HoDs' experiences. It was important that I used semi-structured interview so that HoDs will give their real experiences in an hour's, interview.	This is a qualitative study. In a qualitative study a researcher aims to get an in-depth understanding of the HoDs' experiences. It was important to have semi-structured interviews so that HoDs would give their real experiences in an hour's interview.
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Interviews are a widely used tool to access people's experiences and their inner perceptions, attitudes, and feelings of reality (Frey & Fontana, 2005). Cohen et al. (2011) confirm that an interview is usually a one-to-one situation where an individual asks questions. Interviews are used when the researcher wants to fully understand someone's experiences, or study more about their answers to questionnaires (Cohen et al., 2011). There are three types of interview: structured, unstructured and semi-structured (Cohen et al., 2011). Structured interviews are viewed as fixed-format interviews in which all questions are prepared beforehand and are put in the same order to each interviewee. Patton (2002a) describes unstructured interviews as a natural extension of participant observation, because they so often occur as part of an on-going process. The semi-structured interview asks questions which require closed responses or open-ended responses (Cohen et al., 2011). This study used semi-structured interviews, reflective activity and a focus group as the methods to generate data.

3.1.7.1 Semi-structured interviews

According to Longhurst (2009), a semi-structured interview is a verbal interchange where one person, the interviewer, attempts to elicit information from the other person, the interviewee, by asking questions. Crabtree (2016) states that semi-structured interviews comprise predetermined, open-ended questions that lead the interview in any direction. The researcher found the semi-structured interview with open-ended questions more conducive to obtaining data for this study as it allowed the participants space to generate meanings and clarifications while articulating their experiences (see Appendix E). Semi-structured interviews were used in this study because the researcher did not want to limit the data generation process. Crabtree (2016, p. 371), asserts that an open-ended question "allows the respondent's concerns and interests

to surface, providing a broader lens for the researcher’s gaze”. The study’s qualitative research style was another reason for using semi-structured interviews. With the qualitative style the aim was to get a deeper understanding of the HoDs in relation to a given question or topic. Deveci and Onder (2013) assert that in the semi-structured interviews the researcher selects a zone in which they have interest.

Harrell and Bradley (2009) assert that one-to-one semi-structured interviews are the main source of data generation, and are frequently pre-planned for designated times and settings. Semi- structured interviews generally include prearranged open-ended questions. The questions that were used emerged from the concepts of the curricular spider web, and included: what are you supervising? How do you access supervision? Towards which goals are you supervising? How are you supervising? How do you facilitate supervision? With what are you supervising? Where are you supervising? How do you assess supervision?

3.1.7.2 Reflective activity (open-ended questionnaire)

In this study, SMT members were given a chance to look back to their supervision in order to change their behaviour during the supervision of curriculum (CAPS) (see Appendix G). The researcher designed a supervision activity that was in line with concepts of the curricular spider web as a conceptual framework used in this study (Chapter 2). The activity required that SMT members set questions as represented in Table 3.3.

Table 3.3: Supervision activities

Concepts	Questions	SMTs are expected to explain based on:
Rationale	What are you supervising?	Professional rationale (pedagogical) Societal/social rationale Content knowledge rationale.
Accessibility	How do you access supervision?	Physical access Financial access Cultural access
Goals	Towards which goals are you supervising?	Aims Objectives Outcomes
Content	What are you supervising?	Topics Experiments/practical work

		Subject knowledge
Supervision activities	How are you supervising?	Informal assessment tasks Formal assessment tasks Continuous activities
supervision role	How do you facilitate supervision?	Teacher-centred (instructor) Learner-centred (facilitator) Content-centred (assessor)
Resources	With what are you supervising?	Hardware Software Ideological ware
Location and time	Where are you supervising?	Supervision hours (time allocation) Supervision space/venue
Assessment	How do you assess supervision?	Formative assessment Summative assessment Continuous assessment (CASS)

Question 1 was expected to generate the SMTs' answers on curriculum they were supervising (CAPS) framed by the three propositions personal, social and content rationales articulated by Berkvens, van den Akker and Brugman (2014). Thus the personal rationale meant that the SMT members were expected to show passion about supervision; the social rationale meant that they were expected to show community involvement in their supervision practice; and the content rationale meant that SMTs were expected to display their school knowledge based on the supervision.

Question 2 expected SMT members to respond on accessibility, which was divided into physical, financial and cultural access as proposed by Berkvens et al. (2014). The question was: how do you access supervision? Physical access refers to the ways of accessing schools. Financial access implies any funds they use in order to access schools. Cultural access involves other issues like sport, art, and political, religious and social beliefs

Question 3 focused on creating the supervision goals. SMT members were expected to give answers based on the aims, objectives and learning outcomes (propositions) of supervising their subject (Kennedy, 2006). Within this framework, aims indicate the long-term goals and are referred to as the broad statement that the SMT intends to cover during supervision. Short-term goals are the objectives. Specifically they are what the SMT intends to cover during the supervision process (Khoza, 2013). Learning outcomes are goals that teachers should achieve by the end of a lesson (Kennedy, 2006).

Question 4 established what was being supervised, meaning the knowledge provided to pupils. The aim of this question was to get the SMT to respond based on topics, subject knowledge (Taole, 2013).

The aim of **Question 5** was to ascertain the types of activity given by the SMT to the teachers, as framed by the three propositions designated as informal assessment tasks, formal assessment tasks, and continuous activities. Informal tasks were referred to as classwork and homework. Formal tasks describe content taught by teachers guided by the SMT, including controlled tests and examinations. Continuous assessment tasks are the recurring informal and formal assessments.

In **Question 6** SMT members were expected to reflect on how they perceive their role as curriculum leaders framed by three propositions: the teacher-centred approach (as instructors); the learner-centred approach (as facilitators); and the content-centred approach (as assessors) (Khoza, 2015). When a teacher acts as an instructor, he/she gives strict orders to be followed by pupils. If a teacher asks pupils to hunt for their own knowledge and return with it to class for discussion, he/she is taken to be a facilitator. Teachers become assessors when they teach prescribed content and then establish a means to assess (through classwork, homework, tests or examinations) a learner's understanding.

The aim of **Question 7** was to allow SMTs to openly reflect on the kind of material and resources they used during supervision. SMT members were expected to respond on resources according to the categories of hardware, software, and ideological ware. Thus hardware resources were any tool or machine used in educational supervision; software resources were any material used together with hardware to display data; and ideological ware describes those elements of supervision that cannot be seen or touched, such as supervising methods (Khoza, 2013).

Question 8 establishes two concepts, namely, the location and time. SMT members were expected to respond on venues they use to supervise curriculum, like classrooms and laboratories. Regarding time, members were expected to reflect on time allocated to curriculum supervision as prescribed by the CAPS document.

Question 9 was expected to generate the SMT members' reflections on how they assess teachers as framed by the three propositions of formative assessment, summative assessment and continuous assessment in order to evaluate and make progress in teachers' understanding of the content (Kennedy, 2006). Formative or informal assessment is taken as assessment for learning, and summative or formal assessment is taken as assessment of learning (Khoza, 2013).

3.1.7.3 Focus group interviews

Focus group interviews were used in this study to supplement individual interviews and to explore group perceptions. According to Creswell (2017), a focus group interview is an interview with a small group of people on a specific topic. Cohen et al. (2011) argue that the participants in a focus group interview get to hear each other's responses and make additional responses beyond their own initial responses as they hear what other participants have to say. The primary objective of a focus group interview in this study was to collect high quality data in a natural setting where participants provided their insights, perceptions and opinions in the context of the views of others. A focus group was adopted in this study because the researcher did not want to limit the data and make participants make additional responses beyond their own initial responses as they heard what other participants were saying.

Focus group discussion was used to generate data in order to explore HoDs' experiences in the supervision of CAPS (see Appendix F). As mentioned above, Cohen et al. (2011) assert that a focus group discussion motivates group members (HoDs) to actively interact with one another, Therefore the researcher conducted a focus group discussion at the school where participants supervise CAPS. The discussion focused on the supervision of CAPS in primary school. The HoDs were able to discuss and share some concepts from the curricular spider-web as experienced through their supervision of CAPS. Silverman (2013) asserts that in focus group interviews, the researcher actively directs group discussions by encouraging group members to cooperate with one another. Therefore, I directed the discussion among three HoDs in such a way that I provided a space for them.

3.1.7 Data analysis

Fereday and Muir-Cochrane (2006) point out that data analysis encompasses the breaking up of complex data into themes, patterns and relationships, and Sgier (2012) writes that breaking information into manageable units and organising the information may be regarded as data analysis. This is all done in order to decide what a researcher tells the readers. Thus, to make analysis of data easier, the researcher made sure that interview and focus group discussion questions reflected the main objectives and answered the research questions. Cohen et al. (2011) maintain that qualitative data analysis is mainly about unpacking data based on the information given by the participants (HoDs). Eisner (2017) asserts that in qualitative data analysis the information must be arranged into groups or classes based on common characteristics. Therefore, the researcher derived from the participants' experiences the claims, explanations and understanding of their perceptions of the curriculum they supervised (CAPS) and how they did it.

This qualitative study adopted thematic analysis using 10 themes, which encompasses inductive and deductive approaches. According to Guest, MacQueen and Namey (2012), thematic analysis moves beyond

counting explicit words or phrases, and focuses on identifying and describing both implicit and explicit ideas within the data. It is the most commonly used method of analysis in qualitative research. Qualitative data analysis is clearly explained to be categorised into the two approaches mentioned above: the inductive and the deductive (Christiansen et al., 2010). The inductive approach includes the logic of reasoning proceeding from particular facts to a general conclusion, while deduction involves inferences from general principles, and is related to logical deduction.

To synthesise the raw data the inductive approach was applied, which meant searching for patterns in order to draw conclusions. Using semi-structured interviews and focus group discussions, the researcher was able to detect the patterns and draw conclusions from the results found. Thematic analysis is performed through the process of coding in six phases to create established, meaningful patterns. These phases are: familiarisation with data, generating initial codes, searching for themes among codes, reviewing themes, defining and naming themes, and producing the final report (Guest et al., 2012). The researcher also used open coding, which is defined by Christiansen et al. (2010) as the new label that a researcher attaches to a piece of text to describe and categorise it. After reducing the volume of data, he also used thematic analysis to code participants' responses in order to draw precise conclusions from this study. The researcher then read the transcribed data and articulated the assertions in a language suitable for readers. Furthermore, the data led the researcher to establish themes or topics which assisted him to organise and group data into sets of topics.

Transcribing data could be costly and time-consuming for those researchers who hire people to transcribe the data (Cohen et al., 2011). In addition, the scribe could also mistranscribe the wording into his/her own words, and that could cause twisting of the results. Therefore, the researcher recorded the data using his own phone, and transcribed them himself in his own time. This allowed him to select important data straight from the original source as opposed to a mediated transcribed source. Through all this, ethical considerations were well recognised so as not to violate the participants' rights and free will.

3.1.8 Ethical issues

Peters (2015) asserts that a research project must take ethical issues into consideration. Cohen et al. (2011) state that ethical issues have a very important role to play in research, especially when the research concerns humans. Therefore, for this study, the researcher requested permission to conduct the research from the Department of Basic Education (see Appendix B). Permission was granted by the Head of Department, Dr Nzama, on behalf of the Department of Basic Education, which enabled the researcher to access one chosen school. Ethical clearance was obtained through the University of KwaZulu-Natal's Humanities and Social Sciences Research Ethics Committee (see Appendix A). The research proposal with gatekeeper letter from

the Department of basic Education was submitted to the Ethics Committee for ethical clearance by the University, which was approved, and an ethical clearance certificate was granted which was valid for three years.

The researcher also asked for and was granted permission by the Principal of the selected school, which opened access to the HoD supervising curriculum (see Appendix D). After permission was granted, the researcher visited each participant in the school to ask them for permission to participate in the research study. Peters (2015) highlights ethical principles that concern autonomy, non-maleficence and beneficence.

Fortunately, all HoDs agreed to take part in this study. Once participants had agreed, the researcher briefly explained the purpose of the study to them and informed them in writing and verbally of their rights to confidentiality, anonymity and status as voluntary participants. They were notified that they could withdraw at any time. The researcher explained to them that their rights to privacy were assured by the use of pseudonyms instead of their real names, and they were made aware that any information they provided would be confidential. The researcher confirmed that information provided by them would only be used in this study, and not for any other irrelevant purposes. The researcher then asked participants to sign a consent form (see, Appendix I). There are a number of ethical issues that have to be considered by the researcher during the planning stage of a study. They are as follows: informed consent; gaining access to and acceptance in the research site; sources of tension; problems and dilemmas confronting the researcher; personal codes of practice; sponsored research; and responsibilities to the research community (Cohen, 2007).

3.1.9 Trustworthiness

The concept of trustworthiness is viewed as the way in which the researcher is able to convince the audience that the results in the study are worth paying attention to, and that the research is of high quality (Guba & Lincoln, 1994). This study will adopt Guba and Lincoln's construct of trustworthiness, which includes four elements of trustworthiness, namely, (a) credibility, (b) conformability, (c) transferability, and (d) dependability. However, the study will mainly adopt credibility and transferability. Guba and Lincoln (1994) suggest that paying attention to the above elements of trustworthiness will increase the trustworthiness of a qualitative study.

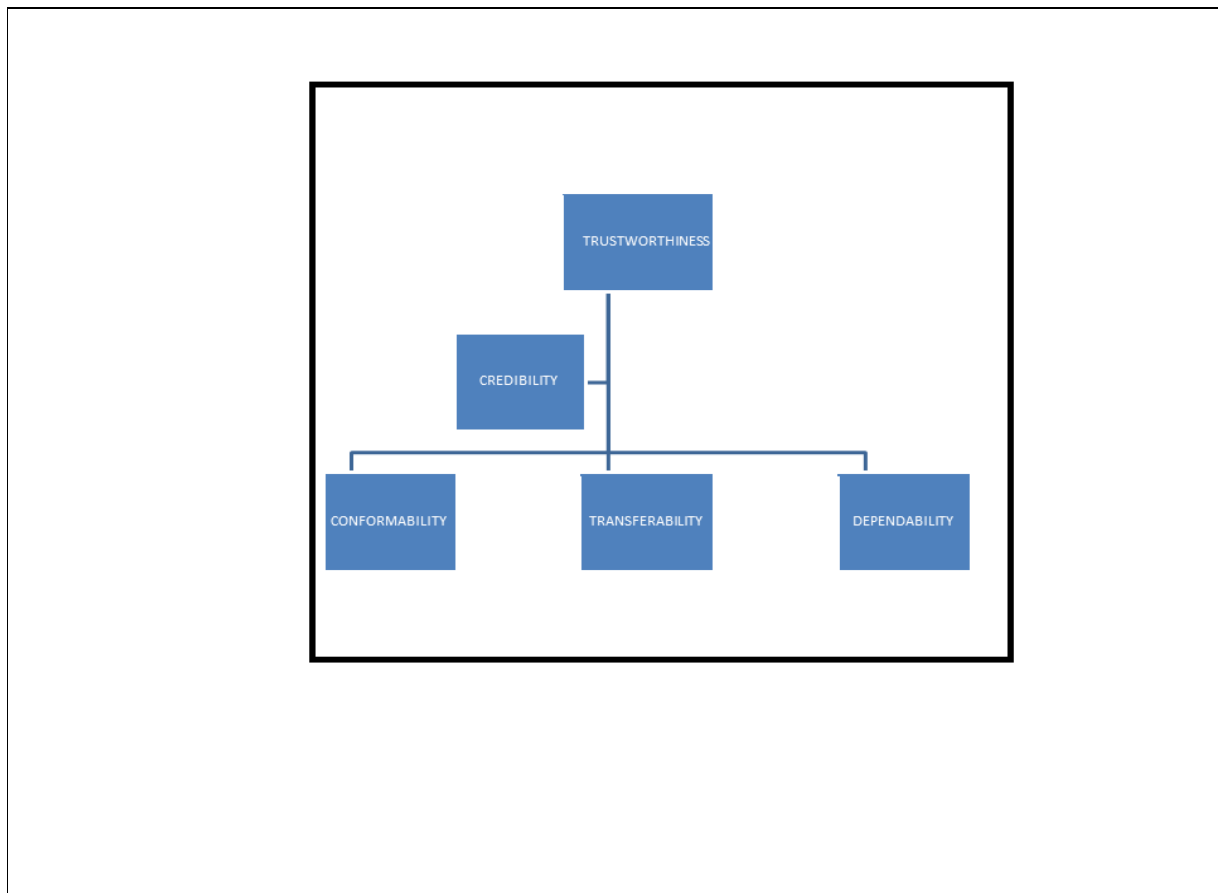


Figure 3.4: Trustworthiness

3.1.9.1 Credibility

Credibility mainly means confidence in the truth of the findings as revealed through the participants' original data (Guba & Lincoln, 1994). Guba and Lincoln (1994) and Marshall and Rossman (2014) suggest three initial activities to strategies the study. These include prolonged engagement, persistent observations and triangulation. Boudah (2011) adds peer debriefing, negative case analysis, and member checking as ways to increase the credibility of qualitative research findings. In ensuring credibility in this study, the common triangulation methods were used. Triangulation refers to collecting data from a number of different sources (Cohen et al., 2011). Thus the use of three data generation methods (one-to-one semi-structured interview, reflective activity and focus group discussion) and recording of data facilitated the credibility of generated data in this study. The researcher used the curricular spider web as the conceptual framework to guide and frame all data generation processes so that all participants used the same tool of data gathering.

3.1.9.2 Confirmability

The process of confirmability is concerned with whether the findings reflect the experiences and ideas of the participants, and it ensures that the position of the researcher does not influence the findings (Cope,

2014). According to this study, confirmability is defined by questions on how the research findings are supported by the data generation process (Bertram & Christiansen, 2014). In order for research findings to comply with confirmability, there were clear guidelines followed in which the findings are constructed, interpreted and arranged in a research study (Cope, 2014). To comply with these conditions, it was necessary that the research questions be clearly formulated in a way that would make participants bring exactly the intended data. All participating HoDs received the same set of questions through different data generation methods (focus group, reflective activity and semi- structured interviews). Data generation was conducted in such a way that the findings presented the true experiences of the participants since the researcher used his cell phone to record sessions.

3.1.9.3 Transferability

Transferability demands that the findings be applicable in other contexts than that of the situation in which the existing research was undertaken. Bailey and Bailey (2017) view the concept of transferability as catalytic validity, which describes the degree to which the research study focuses and energises participants in knowing exactly the case. The researcher enhanced transferability by making sure that the findings on an SMT's experiences were of good quality, and accurate as constructive recommendations on how they should conduct themselves in curriculum supervision. The fact that HoDs' experiences were based on the concepts of the curricular spider web in their supervision of CAPS suggests that HoDs surely did consider their CAPS document in curriculum supervision. This ensured that the findings of this research can be compared with contexts outside the Pinetown district, since all HoDs are expected to use CAPS in their supervision of curriculum

3.1.9.4 Dependability

Dependability of data is the extent to which the same findings could be repeated if the same research methods were adopted with similar participants under similar conditions (Creswell & Creswell, 2017). Goldblatt, Karnieli-Miller and Neumann (2011) assert that dependability is about giving correct and direct information in the study. Therefore, the researcher ensured that he offered evidence of data generated by including direct quotations to allow readers to assess the credibility of findings for themselves. The use of literature review and the CAPS document was very significant in presenting evidence and showing that the research findings were based on concrete evidence, and allowed for informed judgment of the SMTs supervising the curriculum. The researcher had to ensure that the discrepancies identified during focus group discussion were identified and addressed during one-to-one semi structured interviews. The tools used had 10 questions derived from the curricular spider web principles discussed in Chapter 2. Recordings captured during the data generation process corroborated the findings presented and authenticated the

transcription. The researcher therefore ensured that transcribed data were given to participants in order to confirm the data as authentic outcomes of their interviews. The researcher also went back to the participants to ensure that the results of the research were dependable and consistent with information gathered through the multiple methods of data generation, to avoid bias the researcher then compared the data while direct quotations from the participants were used to provide evidence of data produced. Dependability was achieved by ensuring that all three participating HoDs were appropriate to the purpose of the study, and that results were accurately stored.

3.2 Limitations of the study

Bertram and Christiansen (2014) discuss challenges that can influence the findings of the research, two of these are the limiting of data generation to the selected participants in the study, and the context where the study is taking place. The study required the participants to explain their experience of curriculum supervision; some, for the purpose of appearing bright or for fear of being perceived as dull, seemed to provide inadequate data. In order to overcome this, the researcher briefly explained the purpose of the study to each participant and informed all participants in writing and verbally of their rights to confidentiality. Moreover, the challenges in this study were addressed to ensure that it was successful because it was done to assist SMTs in curriculum supervision.

Another limitation to be taken into consideration is that without permission a study cannot be conducted because of the ethical issues. In this regard, permission to conduct this study was granted through signed consent letters by the Department of Basic Education; the University of KwaZulu-Natal; and the participants (SMTs) themselves. It was important that ethical issues were considered and the participants clearly informed on everything about the study they were participating in so that they could make an informed decision about their participation.

3.3 Concluding statement

Chapter 3 has explained the research design and methodology of this study –the research paradigm, research style, sampling, the data generation plan and methods, trustworthiness, data analysis, ethical issues and research limitations. All these elements comprised the research protocol and provided direction for how this study should be conducted in order to achieve its intended objective. Weaknesses of each method were also addressed. The SMT's experiences on curriculum (CAPS) supervision were explored using the above methods. The following chapter will look at analysis of the data generated through these research methods. The main focus of the chapter will be to unpack research findings and discussions by following the data analysis described in this chapter.

CHAPTER 4

DATA PRESENTATION AND INTERPRETATION OF FINDINGS

4.1 Introduction

Chapter 3 explained the research design and methodology that have been used in this study. This chapter will present the research findings that were generated through semi-structured interviews, reflective activities and focus groups. The findings are presented through the curricular spider web conceptual framework selected for this study. The curricular spider web concepts are taken as themes in this chapter in order to present the data. Three participants from one school were used for data generation, and are here referred to as participant A1, B2, and C3. In presenting the data, direct quotations from participants will be included to support the research findings and discussions. Some of proposition under themes are not discussed since participant were silent about them.

This study aims to answer the following research questions:

- A. What are school management teams' experiences in the supervision of the Curriculum and Assessment Policy Statement in the primary school?
- B. What are the lessons that can be learned from school management teams' experiences in curriculum supervision in the primary school?
- C. Why do school management teams experience the supervision of the Curriculum and Assessment Policy Statement the way they do?

Table 4.1: Participants' profiles

<u>PARTICIPANTS</u>	<u>YEARS OF EXPERIENCE</u>	<u>NUMBER OF SUBJECTS SUPERVISE</u>	<u>PHASE</u>	<u>NUMBER OF LEARNERS IN PHASES</u>	<u>GENDER</u>	<u>RACE</u>
Participant A1	15	4	Foundation	510	Female	African
Participant B2	9	6	Intermediate	400	Female	African
Participant C3	17	9	Senior	109	Female	African

4.2 The findings and discussion of data from the qualitative semi-structured interviews, reflective activity and focus group.

The findings and discussion are displayed in Table 4.2 following the curricular spider web concepts and their propositions using thematic analysis as explained in Chapter 3. Cohen et al. (2011) assert that qualitative research analysis is slanted by the number of participants. They say that it is crucial to have data analysis that is guided by a specific project plan in order to achieve the project objectives. The 10 themes were developed by Thijs and van den Akker (2009) and were further used by Berkvens et al. (2014) to address the quality of education in supervising the curriculum and how the curriculum can successfully be implemented in different schools. These themes were used to generate the data from the HoDs in order to find the answers to the researcher's main questions. The themes are: rationale/vision (why are they supervising curriculum?); goals (towards which goals are they supervising curriculum?); content (what are they supervising?); supervising activities (how are they supervising?); HoDs' role (how do they facilitate their supervision?); accessibility and resources (with whom and with what are they supervising?); location and time (where and when are they supervising?); and assessment (how are they assessing supervision?) (Thijs & van den Akker, 2009).

Table 4.2: HoDs' experiences, propositions, questions and themes framed by curricular spider web

	Themes	Propositions	Research questions
1.	Rationale	<ul style="list-style-type: none"> ➤ Personal ➤ Societal ➤ Content 	What are you supervising?
2.	Accessibility	<ul style="list-style-type: none"> ➤ Physical ➤ Financial ➤ Cultural 	How do you access supervision?
3.	Aims/objectives	<ul style="list-style-type: none"> ➤ Aims ➤ Objectives ➤ Outcomes 	Towards which goals are you supervising?
4.	Content	<ul style="list-style-type: none"> ➤ Topic ➤ Subtopic 	What are you supervising?

5.	Supervising activities	<ul style="list-style-type: none"> ➤ Formal activities ➤ Informal activities ➤ Continuous activities 	How are you supervising?
6.	Resources	<ul style="list-style-type: none"> ➤ Hardware ➤ Software ➤ Ideological ware 	With what are you supervising?
7.	SMT's roles	<ul style="list-style-type: none"> ➤ Manager ➤ Facilitator ➤ Leader 	How do you facilitate supervision?
8.	Location	<ul style="list-style-type: none"> ➤ Face-to-face ➤ Online ➤ Blended 	Where are you supervising?
9.	Time	<ul style="list-style-type: none"> ➤ Day ➤ Week ➤ Holidays 	When are you supervising?
10.	Assessment	<ul style="list-style-type: none"> ➤ Formative assessment ➤ Summative assessment 	How do you assess supervision?

A. What are school management teams' experiences in the supervision of the Curriculum and Assessment Policy Statement in the primary school?

B. What are the lessons that can be learned from school management teams' experience in curriculum supervision in the primary school?

C. Why do school management teams experience the supervision of the Curriculum and Assessment Policy Statement the way they do?

4.2.1 Theme 1: Why are you supervising? (Personal rationale)

Curriculum supervision is the cornerstone in driving desired curriculum outcomes, Participants demonstrated clear understanding of what is expected in order to supervise curriculum, but rely more on personal rationale. It became apparent from participants that HoDs fully understood the role of personal rationale in supervising curriculum. In the main, participants reflected on the importance of understanding their own strengths and weaknesses.

The data from the participants were analysed and the issues that were raised suggest that their experience was drawn from three categories, which were personal, professional and societal. In terms of personal experience, participants viewed their own interpretation and benefit of doubt as influences that underpinned their supervision of curriculum. Participants believed very strongly in their roles as curriculum leaders, making them passionate about implementation and supervision of curriculum. They expressed common understanding of how their personal circumstances influence their daily routine in supervising curriculum, and they concurred that how they understand and supervise the curriculum influences the smooth running of the school. It appeared that participants had come to understand their own strength and weakness of supervision style. The following are responses from the participants:

A1: *What interests me are the responsibilities I have as the curriculum leader, and especially the challenges that come with curriculum supervision and ensure that the school is running effectively, I have passion for the educational field.*

This participant believed in her abilities and judgments in conducting work-related matters. Supervision was no exception, as sometimes the benefit of the doubt works well in the supervision of curriculum. It was noted that participant A1 was harder worker by nature but her daily curriculum supervision experience is mainly driven by a personal rationale since she is passionate about education: *“I have passion for education in general and no one can remind me of my responsibilities.”* From this finding, one can only deduce that personal sacrifices supersede other important factors.

B2: *Sometimes it helps to explore your strengths and weaknesses while in the main getting knowledge about how the process works, I supervise the curriculum to ensure that the goal of the schools is achieved, and I have love for education.*

C3: *The most important consideration is to ensure that quality curriculum is delivered in my school while trying to ascertain that teachers are capacitated enough, and are all using the CAPS document as the guide in their teaching and learning.*

The response from participant A1, “I have passion for the education field”, could not hide the lesson that can be learned in supervising curriculum to ensure social justice. She indicated the importance of HoDs to learn to be passionate about curriculum supervision, and be prepared to accept responsibilities and challenges when supervising the curriculum. It became clear from their responses that participants draw from their own personal rationale in their quest to provide leadership when supervising curriculum. They used their instinct in determining the need for capacitation linked to curriculum development. It was common knowledge that B2 always wanted to explore different perspectives and acquire knowledge as part

of personal empowerment, which is in line with a personal rationale since it refers to the knowledge, competence and attitude a person has which will differ from person to person (McCormick & James, 2018).

The data sourced from participants seem to suggest that HoDs have diverse experiences in supervising curriculum. This was supported by strong views expressed by two participants who agreed that the curriculum oversight in the main is driven by experiences people have with curriculum. They argue that one can learn from one's predecessor and infuse his/her personal beliefs in the process as part of creativity and love for the profession. Participant A1's passion for her position and experience in daily practice are self-fulfilling in making the education field an interesting journey, while B2, in speaking about the vision she has driven by personal insight and passion, also mentioned the love she has for education. Participant C3 was not so sure, but the idea of professional experience was evident in her response. It focused on ensuring quality curriculum delivery driven by professional experience. All participants believed that for curriculum to be successful it must be driven by personal rationale at the expense of professional rationale.

The notable finding was discussed by C3 when he spoke about the need for a blueprint when one is supervising the curriculum, and the blueprints for the curriculum are all curriculum documents used during the supervision process. CAPS (2012) supports the idea that curriculum supervision should be monitored by using the CAPS document. McCormick and James (2018) state that HoDs, as professionals, must consult policy documents for guidelines designed to improve curriculum supervision.

4.2.1.1 Why are you supervising? (Societal rationale)

Having understood how participants used their personal experience to supervise curriculum, it was worth noting that participants acknowledged the role played by societal experience in the supervision of curriculum. The societal rationale is central to supervision as it promotes the culture of teaching and learning in schools. Participants were adamant that the goal of curriculum cannot be achieved without the support of the community. Their argument was based on the assumption that schools function to serve the needs of the community. In this regard, the support given by parents in advancing curriculum delivery strengthens the enacted curriculum. This in turn is a clear indication that schools' mandate is to advance the interests of the society. Participant C3, in his capacity as the most experienced HoD, underscored the importance of serving the community through education. His point was that parents should work hard to support learners to understand CAPS.

A1: The society we are serving is not supportive at all, but we do have a few parents who come to school and support learners in unpacking CAPS issues.

This comment indicates the need to draw the parents' attention to the importance of supporting learners' work in school.

B2: *They are not supportive at all in curriculum; they do not even care whether the learner passed or not.*

C3: *The parents we have are not the same. I have one parent who always comes at the end of the term and checks the work of his learner, Cele Andiswa's mother is concerned about the child's work, but most of them neglect learners.*

All the participants concurred that the community is not supportive in curriculum supervision, and this poses a threat to achieving curriculum goals. This clearly means that when supervising curriculum HoDs needs to understand and learn to manage the curriculum without the support of the community members.

The data suggest that communities continue to neglect their responsibility to support curriculum supervision. Taole (2013) concludes that for HoDs to be effective in curriculum supervision, they need to act as change agents by promoting partnership with parents in order to improve curriculum. The participants should always maintain ethical behaviour to determine the success or failure of any education system in a given society or community. Some of the findings from participants contradict policy expectations with regard to the interest of HoDs as intended in the Schools Act and Employment of Educators Act (No. 76 of 1998). For instance, according to the Employment Act, HoDs should always be in charge of the work of teachers and pupils, and have constant communication with pupils' parents.

4.2.1.2 Why are you supervising? (Professional rationale)

It is important for HoDs to develop themselves by learning and having a broad knowledge, especially of the professional rationale about the curriculum (CAPS). Understanding the professional rationale of the national curriculum guarantees the effective implementation of CAPS. In other words, HoDs need to understand the importance of continuous professional development in order to improve their supervision role and enable them to be international ambassadors for education. They should always benchmark their practice against what other countries and researchers are doing to improve curriculum supervising.

In terms of professional rationale, it is expected that participants have a varied qualification mix to enrich and diversify curriculum. There was a mutual understanding among the HoDs that professional rationale is the most important instrument any teacher can have to contribute to curriculum supervision. All three HoDs believe that to achieve educational goals, professional development is the vital component, as with participants holding degrees and others still furthering their studies. During semi-structured interviews and

focus group, HoDs seemed to rely strongly on personal rationale, which becomes a problem for curriculum supervision if they do not understand why they supervise curriculum based on professional rationale. Understanding why they are supervising curriculum may ensure that HoDs strive to have professional experience in it. The following are responses from the participants:

A1: I have done my studies with Unisa, in particular the PGCE that has equipped me with knowledge and skills necessary for curriculum supervision, but my other qualifications are not relevant to the educational profession, so in a few years' time, I am planning to upgrade my studies in administration.

Analysis shows that these participants are struggling to understand the professional aspect of curriculum, but their priority lies elsewhere. This apparent confusion caused by having qualifications from non-educational disciplines compromises the supervision of the curriculum, for instance, participant A1 mentioned her desire to “*continue with my administration degree*”. This meant she had no passion for education. This responsibility should be given to someone dedicated to education, otherwise an HoD like this poses a serious threat to supervising the curriculum.

B2: I am supervising the curriculum, and have a degree and honours in education, but these qualifications are not recognised in South African schools, and there is no incentive for some of us.

C3: I am currently doing my master's at the University of KwaZulu-Natal to upgrade myself.

It was evident that there is no support from the district officials or Department of Basic Education to support HoDs' professional development. For instance, participant C3 mentions that there is no incentive for those teachers with higher qualifications. This practice discourages a multitude of teachers. However, it has no bearing on the quality of education and supervision of the curriculum, if professional development is neglected by the Department.

Taole (2013) remarks that HoDs must supervise curriculum according to the intended curriculum (CAPS), with specific skills, content knowledge and professional experience. This is a subtle recommendation to the HoDs that they should supervise CAPS because they want to give skills to teachers and achieve CAPS' stated aims and objectives.

4.2.2 Theme 2: Accessibility

How do you access curriculum supervision? (Physical access)

It is worth noting that HoDs' responsibility is to ensure that curriculum supervision is seen to be accessible regardless of any physical barrier. The physical environment in which the school operates cannot continue to impose pressure on deprived schools Berkvens et al. (2014). The schools' accessibility to HoDs depends on various aspects which include physical accessibility, i.e. can the site be reached? The analysis of data

revealed that accessibility of site influences curriculum supervision in various ways. In essence, accessibility includes the availability of schools and the equipment in schools used to supervise the curriculum. The participants understood accessibility as referring to physical access of all tangible material that makes schooling possible. The common understanding reflects the ability to access departmental memos, correspondence and detailed job descriptions guiding the curriculum supervision for the HoDs. These important sources of information are sometimes made available, but sometimes they are not. One of the participants defined physical access broadly as ensuring that all the necessary instruments necessary for supervision are available. Participants conceded that whoever is appointed to lead curriculum supervision should get to grips with the challenges of physical access as part of their portfolio for executing his/her duties. Participant A1 spoke about the importance of all documents when he said:

A1: My role is to ensure that access to curriculum material happens without any problem, and my teachers feel supported all the time, despite the known challenges the Department is facing in particular for township schools like ours.

It is common knowledge that employees in the Department use their own transport where possible to ensure that curriculum supervision is implemented as planned. The Department should recognise the need to provide physical access in order to ensure effective curriculum supervision is guaranteed, as the respondents below affirm:

B2: One has the responsibility to ensure that physical access to curriculum is guaranteed irrespective of any obstacle, to ensure smooth supervision of curriculum.

C3: I try to ensure that all curriculum materials are used in a productive way – for example, textbooks, writing material – and that teachers have the support they need as regards physical access...”

The findings revealed that the Department of Basic Education does not provide means of physical access to HoDs to supervise the curriculum in schools. This contradicts the Employment of Educators Act No. 76 of 1998 that says the supervision of curriculum should be accessible in ensuring that it is achieved. McCornick (2018) concur with the Act that HoDs are the ones who are expected to impart knowledge and develop teachers, and their knowledge from their professional experience is key in the development of teachers, therefore, the HoD needs to continue to support teachers on physical access. Regardless of the Schools Act and the Employment of Educators Act, HoDs are expected to participate in Departmental and professional committees, seminars and courses in order to contribute in developing teachers and learners

4.2.2.1 How do you access curriculum supervision? (Financial issues)

It is inevitable that participants indirectly or directly have to make difficult choices to ensure that they improve the quality of curriculum supervision. All the participants revealed that sometimes they spend their own money to make the implementation process possible. The participants felt frustrated and angry, as (they mentioned) they are underpaid. They could not hide their long-held belief that the Department does not pay curriculum supervisors enough to achieve their intended goal, and this sometimes results in poor supervision of curriculum.

A1: We go for workshops, but we are not paid anything for that, not even R100 for petrol. So we supervise curriculum, but we are not happy.

B2: It is very difficult, especially when we buy stationary for teachers, like files, covers, and pay for attending workshops using our own money.

C3: The petrol costs around R 150 for the workshops we attend with teachers, but the school and the Department of Education neglect us when we ask for financial assistance. Therefore, if you want development in your phase, you will have to use your own money.

The above citations from these three HoDs put in a nutshell the paramount failure of the Department of Education to support curriculum supervision. HoDs had to attend workshops in distant areas, travelling in their own cars, and not being supported with petrol. This clearly suggests that if HoDs are not happy about not being paid for curriculum supervision, their discontent will affect the quality of their work.

4.2.3 Aims/objectives

Towards which goals are you supervising (aims of CAPS)?

Curriculum developers encourage HoDs to follow the curriculum policy documents when supervising curriculum because they include the goals for teaching and learning. Without curriculum goals HoDs may not be able to clearly state the content that needs to be followed in order to supervise teachers as they require information that will develop them. In essence, supervising curriculum incorporates clear goals to ensure that HoDs correctly frame their aims and objectives, and that learners will attain and be able to show the outcomes of what they have learned. There was a general view held by the three participants reflecting the goal of using their professional experience in curriculum supervision, but their responses did not demonstrate the importance of aims in supervising and implementing CAPS. There was a belief among most participants that “aim” gives the directions, while “objectives” gives detailed statements of intent for curriculum supervision. Further analysis showed that participants understood how these concepts work, but they were confused when it came to understanding the difference between aims, objectives and outcomes. Participant B2, a highly experienced HoD, made a very interesting response on her aim in supervising the curriculum:

A1: *So my aim since I am supervising curriculum is proper curriculum management. We record everything we do. It might be formal or informal, but it must be recorded.*

C3: *When I am supervising curriculum, my aim is to check if all the topics that were supposed to be covered are covered. Remember that when we speak about the curriculum, if the learner has not been taught a certain topic, that learner will be affected even in Grade 12.*

Participants A1 and C3 revealed that they relied on the general statement about aims and objectives since they did not understand the specific educational aim of curriculum supervision. There were mixed responses about aims, objectives and outcomes.

B2: *My aim as curriculum leader is to improve teaching and learning in school, so it will be more effective and make for quality education.*

Participant A1's and participant C3's responses suggest that HoDs in school lack the understanding to differentiate between aims, objectives and outcomes. This issue poses a threat in curriculum supervision because HoDs are expected to understand these concepts in order to supervise curriculum properly. These responses clearly mean that there is a need to orientate HoDs on goals (aims, objectives and outcomes) in schools relevant to curriculum supervision, and the important of these terms in order to enable HoDs to lead, supervise and monitor the quality of implementation that is provided within the CAPS framework. Proper curriculum management means HoDs need to learn to be hardworking leaders to achieve it. HoDs are also expected to learn that as leaders their aim must be to improve teaching and learning as participant B2 said. If the aims of HoDs are not clear they will experience the failure of curriculum in school.

Participants A1 and C3 contradict the CAPS document policy in understanding their aims. CAPS' (2011) aim is to improve teaching and learning, irrespective of learners' socio-economic background, race, gender, physical ability or intellectual ability, and equip learners with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country. However, participant C3 insisted that her aim is to check the work of teachers.

4.2.3.1 Towards which goals are you supervising (objectives of CAPS)?

Objectives are important short statements of intent meant to guide teachers' activities, and they have to be realised by the end of the learning process. In other words, they point to what the educators and HoDs aim to cover in a given period of learning. This suggests that the participants have to work collaboratively with teachers to achieve curriculum objectives. The critical synthesis of data about curriculum objectives proved to be too complex and sometimes not easy to articulate. It was also difficult to establish the meaning of the concept of goals from HoDs perspective, and this reflected the complex nature of curriculum supervision.

B2: *The goal of education is to attain high levels of educational results, and ensure that educators have clear objectives and necessary resources to perform their duties, provide quality curriculum, and work with the SGB to get support from the parents.*

When probed further, it was clear that one of the main goals for this participant is quality curriculum provisioning. This quality is an important yardstick by which to measure the success of every aspect of curriculum supervision. By quality, this participant meant how the syllabus is organised and presented daily. It was to be expected that most of the participants found it easy to state their objectives for curriculum supervision. All three participants stressed that their objective is based on guiding teachers to deliver the best quality to their learners. There was a mutual understanding among the HoDs that focusing on teachers' ability to achieve objectives through capacitation is likely to provide quality teaching, learning and curriculum supervision, and add more value to the supervising experience. The following are responses from the participants about their objectives:

C3: *To obtain great results in all subjects, to supervise all areas affecting the school such as finance and administration, to make sure that educators are inspired and lessons are prepared well.*

A1: *To manage all areas of teaching and learning so that the school achieves high academic performance.*

When it came to objectives participants B2 and C3 revealed that their main focus is on teachers and learners in their daily supervision of activities. However, only participant C3 asserted the need for lessons to be well prepared. Participant A1 stated: "I manage all areas of teaching and learning so that the school achieves high academic performance."

These findings reveal that HoDs have little understanding about the curriculum objectives needed to improve the performance of the education system. Therefore, it can be concluded that the goals are not systematically formulated in advance to ensure that specific aims and objectives during the course of the year are periodically assessed in order to achieve the desired outcomes. According to Khoza (2013), for the HoDs to do justice to teachers, they must learn that their planning should be devoted to aims, objectives and outcomes. The conclusion was that if supervision is not aligned with curriculum objectives, HoDs will not be able to align classroom activities with the intended curriculum. HoDs experiences indicate that there is a need to call on the orientation about the subject objectives to make them clear and enable the HoDs to concentrate on what supervision of curriculum needs to attain. Khoza (2014) believes that HoDs do not comprehend these concepts which underpin the criteria for performance based on supervision of curriculum. These findings reveal that HoDs need support in understanding curriculum objectives to advance the quality of teaching and learning. When it came to outcomes HoDs were silent, and this suggests that HoDs count on aims and objectives in supervising curriculum.

4.2.4 Content

What are you using to manage the content in curriculum supervision?

Interestingly, during the interview session, all the participants gave a confusing breakdown of what they are using to manage the curriculum supervision. The analysis reveals that no one has an idea of the existence of various levels of curriculum content (prescribed/formal; informal; non-formal) as part of their driving force.

***A1:** I believe my task is to monitor and manage the progress of the teaching plan implementation, work schedule, assessment guideline and activities planned for the year.*

To her knowledge, the curriculum content can only be managed by following the teaching plan implementation, and assessment guidelines, but she was not clear as to the form of curriculum management to be followed. Participant C3 indicated what his experience of curriculum supervision entailed:

***C3:** The manner of managing curriculum in my school involves managing learners reading skills as well as writing skills, and the department policy documents.*

This management style is slightly different from the first participant's in terms of what aspects of the curriculum to manage and how to manage them. Generally speaking, there are different tools/documents used by participants to manage curriculum which participants cited as the source of information and blueprints for curriculum management.

***B2:** I use management and control systems that assist in my supervising the content requirements. My view on curriculum supervision stems from the fact that management involves versatile content which reflects a communicative, scientific and humanistic approach to teaching and learning.*

The first two participants suggested a practice that is closely linked to the idea of informal content, formal content, and non-formal content being managed in school. In practice, A1's reflection indicates that her priority is the content as prescribed in the annual teaching plan (ATP), which is formal content/intended/vertical curriculum.

The findings suggest that HoDs are not in a position to supervise educators because there is an apparent reliance on the Department in order for them to lead and supervise curriculum. They also indicated that they are not aware that they should be taking a more active role in becoming the medium of communication in terms of the content material that should be taught, as stipulated by the Department of Basic Education, and communicating to their teachers exactly what is expected from the curriculum that needs to be taught.

All the participants reflected on their practice as well as experiences in supervising curriculum content. They, as curriculum leaders, are positioned to guide teachers in understanding how to package the content in order to achieve the supervised curriculum in all the subjects under their care (McCornick, 2018). The relevant section in the literature demonstrated the significance of content selection as one part of curriculum supervision, and in turn the importance of content selection as reflected in the annual teaching plan (McCornick, 2018)

In a study conducted by Khoza (2016), it was stated that teachers' selection of content during curriculum management can be content-centred (formal/ professionally oriented) learner-centred (informal/societally oriented) or HoD-centred (non-formal/ personally oriented). Those participants who adopted a content-centred approach in supervising curriculum content placed more emphasis on content discipline at the heart of any curriculum discourse. Informal/societal curriculum management places more emphasis on the needs of the learners/teachers or society. The emphasis placed by those participants who use non-formal/personal management in supervising curriculum content leans towards everyday experience and needs at the epicentre of curriculum supervision as practised in their schools.

4.2.5 Supervision of activities

What methods are you using in the supervision of curriculum?

The data from the participants were analysed and the issue that was raised was that the HoDs were uncertain about what activities can be used in the supervision of curriculum to achieve quality results. As a result, teachers feel a lot of frustration and anger because they are not managed properly.

***B2:** I have management meetings with teachers on a regular basis, and put more effort into formal assessment activities and informal activities. I used to supervise activities based on Departmental guidelines because it has got a timetable, dates, and times.*

It was evident that there is no balance in the activities supervised by HoDs. Participant B2 felt that informal assessment is not important in curriculum supervision. There is a threat to activities if they are not treated equally.

***A1:** I do regular classroom visits to make sure that educators are prepared and delivering quality lessons, When I am supervising the curriculum I check all the activities teachers need to do according to the CAPS document, formal activities or informal activities, but I spend more time on formal activities.*

C3: *Yes, we must understand that when I am supervising curriculum, it is about assisting teachers. I rely on feedback, reports and monitoring, and control measures are put in place. I hold regular meetings with teachers, so my method is to do class visits and assess formal activities, not informal activities*

In their responses with regard to the methods that they use, the participants did not give any clarity about methods; they focused on actions. This poses a challenge because the goal of education cannot be achieved if HoDs are not clear about the methods to apply. Participant C3 believes that informal activities like homework are not vital in her supervision. But participant B2 contradicted participant C3 since she believes that supervision must take place of both formal and informal activities. From what the researcher has gathered, the participants believe that focusing on formal activities is the key to achieve the goal of education.

Participant A1 talked about formal activities and informal activities that corresponded with the CAPS (2012) document that indicated the importance of classwork, homework and tests as activities taken from various textbooks to be supervised or checked regularly. This suggests that all the activities play a major role in a successful curriculum. The data from participant C3 shows that he uses various methods in accessing these activities. Beaver (1994) shows that quality management of curriculum supervision activities is effective when numerous methods are applied. Looking at the findings, one sees that the HoDs are mainly focused on formal activities

4.2.6 Resources

Tools used during curriculum supervision

The data from the participants reveal that participants can relate well to the kinds of resource required to ensure effective curriculum supervision. Resources are drawn from three categories: hardware, software and ideological ware. There was a general view with all three participants that the dominant resource is hardware, like textbooks and copies. The three participants concurred that hardware resources make their supervision easy since they are used to them.

A1: *We have curriculum management tools that we use to supervise teachers, and we also have jikimfundo, I also provide teachers with CAPS documents and textbooks they need. I prefer to use hard copies when I am supervising the curriculum since I am not computer literate, but I ask teachers to assist me with emails.*

Barriers that seem to be preventing the effective supervision of curriculum, like HoDs who are not computer literate, are not addressed by the Department of Basic Education. The idea that HoDs are comfortable supervising curriculum using one resource (hardware) compromises the quality of supervision. According

to CAPS, all resources are necessary for effective implementation of curriculum, since technology changes rapidly in South Africa. For instance, participant A1 mentioned that she is not computer literate, but the Department sends question papers on line, and communicates with SMTs via emails.

B2: *Mostly I use copies to assist teachers which normally have information from the Department of Education that states what must be done.*

C3: *We must ensure that teachers are using the policy document which is the bible in managing curriculum. If I am supervising curriculum we use the policy document to ensure that we are on the right track.*

The data sources seem to suggest that participants prefer to use hard copies when supervising the curriculum. All three participants recommended hardware, an issue which poses a challenge since HoDs neglect or are silent on software and ideological resources, which can be applied to supervise curriculum. HoDs who use software with hardware, together with relevant ideological ware, find it easier to implement and supervise curriculum (Khoza, 2013). Therefore, HoDs need to learn to apply all these resources in ensuring successful curriculum.

Participants B2 and A1 on hardware resources, which contradicts CAPS (2012), which specifies that teaching and learning must take place using all the resources to ensure effective curriculum. As a result, curriculum is not supervised sufficiently by HoDs. Khoza (2013) conducted a case study on university lecturers who were in the process of using the online environment in the teaching of their modules. The study looked at hardware/tools/machines/objects used in curriculum supervision in education. The findings revealed that learning should not be about technology (hardware/software), but rather be ideological.

4.2.7 SMTs roles

The role of the SMT in facilitating or leading curriculum supervision

In their response to the question as to how they facilitate curriculum supervision, all three participants were obviously careful in answering this question. Their data suggest that the roles are drawn from three categories: facilitator, leader and manager. Participants A1 and B2 understood their roles as synonymous with facilitation because their role is simplifying instructions to educators. The facilitating role, according to participants, encompasses challenges like implementing suitable approaches which assist in ensuring that the curriculum supervision is dynamic and diversified. Issues involve adopting a more relaxed approach when educators use their own discretion, which includes their creativity in packaging all curriculum-related instruments. Participants felt that some educators work best when they are given more space to perform optimally without any distraction. The only challenge with this kind of approach lies in non-compliance on the part of the educators.

A1: *I see myself as a facilitator, not a leader, because I give instructions to teachers, monitor and supervise. My role in curriculum supervision is to supervise and ensure productive development of teaching and learning at school.*

B2: *I see myself as a facilitator because when you facilitate you guide teachers, so I facilitate to ensure that curriculum is being managed effectively.*

However, participant C3 believes that she is a leader in school since she looks at teachers' work to see if they are working according to the CAPS document. From the data that was analysed it seemed as if all the participants understood their duties.

C3: *I am a leader because one of the things I must look at is that a person is working according to policy, I am not there just to facilitate, but am there to capacitate teachers.*

The data that were generated seemed to suggest that HoDs believe that their roles in supervising curriculum is to be facilitators. Participants A1 and B2 concurred that as they supervise the curriculum the most important thing is to facilitate, and they are driven by professional experience. This issue poses a challenge in curriculum supervision since HoDs are expected to apply all these roles when supervising curriculum. From what the researcher has gathered, almost all the participants concurred, and seemed to suggest that when supervising the curriculum, playing one role will ensure that the educational goal is attained. HoDs are not aware that CAPS does not specify the role to play in supervising curriculum. Therefore, HoDs need to learn to choose the role that is suitable for supervising and implementing the curriculum. This suggests that the role of HoDs should be the one that promotes supervision ideas and critical reasoning in order to obtain the intended outcomes of the curriculum.

4.2.8 Location and time

Where and when are you supervising the curriculum?

The location of any school makes it convenient for curriculum supervisors to access teachers, the working environment, and learners. The assembly takes place in a specific time period to allow every stakeholder to engage with the task and later be supervised on curriculum matters. The participants were not supportive of the idea of supervising curriculum away from the school premises. This is despite the fact that HoDs should supervise curriculum all the time, according to participant C3. There was a mutual understanding amongst participant that supervision of curriculum should take place on the school premises, guided by the official timetable as set out by the Department of Basic Education. This finding was supported by two of the HoDs who seemed to support the view that supervision of curriculum should take place in both school and at home.

C3: I accept the philosophy that seeks to argue that a teacher should work 24 hours a day and 365 days a year. In this profession, you always research certain subjects to give more knowledge to your learners. Again, as HoDs we need to capacitate teachers with both content and pedagogical knowledge before we can criticise them.

B2: I find it convenient to believe that curriculum supervision spans the distance between school and home. At home one can use smart computers to communicate important information to teachers. The teacher can access any information from home by using the latest platforms such as WhatsApp to communicate.

One of the participants gave a fair assessment that oppose this idea that HoDs can supervise curriculum everywhere all the time. Ideally, as educators we always claim to be working non-stop, but truth be told, it is very difficult to supervise curriculum outside the school environment. It was understandable that all the participants were aware of the significance of time and location in curriculum supervision.

A1: The supervision of curriculum is time-bound and time-consuming. I normally prefer to supervise curriculum at school, but compelling situations call for supervision even at home. I do get calls from the principal after hours that I must come to school and perform certain functions such as the printing of documents that are needed in the district.

The data generated seem to suggest that HoDs have mixed emotions and beliefs about the concepts of time and location. For instance, participant C3 believes in the philosophy that says a teacher works 24 hours a day and 365 days a year. This thinking is in line with the Employment of Educators Act which states that teachers should work 24 hours a day, and it was questioned by participant A1 who believes that curriculum should be supervised on the school premises. Participant B2 mentioned the crucial point that she supervises the curriculum at school and home, as supported by Spillane (2005), who recommends that HoDs should spent most of their time supervising curriculum.

4.2.9 Assessment

Assessment strategies used to assess the effectiveness of curriculum supervision

The results of the data analysis reveal that most participants are not properly inducted into understanding and articulating the assessment activities required during curriculum supervision. Their responses show that participants believe that checking the file for lesson plans, assessment tasks and policy documents is enough to complete the assessment process. Through the participants' responses, one could only realise that participants are unaware of the three most important methods which HoDs should know to effectively

supervise the curriculum, which are: summative, formative and continuous assessment. All three participants were unable to share with confidence how they use these methods on a daily basis. In other words, they were not in a position to understand their daily tasks that are expected of them and how to assess teachers' work. Instead, it was clear that participants were concerned about resources such as textbooks and exercise books as part of the assessment strategies meant to assess the effectiveness of curriculum supervision. One of the participants thought assessment should include resources such as textbooks and teachers' work.

A1: *To assess the work of teachers, I control the resources such as textbooks and exercise books, and ensure that curriculum is being managed effectively*

This understanding of assessment was troubling, considering that the Department and the SMTs have the responsibility to induct HoDs into the various assessment methods. However, participant A1 could not hide her frustration in trying to explain assessments during curriculum supervision, given her poor understanding of them. She insisted that her responsibility is to control how educators use resources such as textbooks and exercise books (formative assessments), which are a threat if other assessments are neglected.

B2: *I normally ask them to collect exercise books reflecting learners' levels of performance in order to assess their work (how cognitive levels are developed in each class), and check if it is aligned with policy imperatives.*

This participant used a one-sided argument about assessment which only favours formal assessment to ensure that curriculum supervision is effective, but informal and continuous assessment were not mentioned. Skimming through the curriculum portfolio of each teacher was not done under their watch as part of informal curriculum supervision. It is sad that experienced HoDs neglect this important aspect of assessment. Participant C3 argues that HoDs should assess curriculum after any activity has been concluded.

C3: *That one is very important. The policy stipulates that whether by formal assessment or informal assessment or continuous assessment, a question paper must be monitored and moderated so that we can check the cognitive levels, because we understand that we have slow learners and fast learners, so we want teachers, when they assess learners in examinations, to include questions like true or false so that all learners will be accommodated.*

This finding paints a bleak picture about the level of preparedness of these participants in terms of curriculum supervision as part of their daily activity. It can be concluded that HoDs are unaware of all three types of assessment that can be made to assess educators. It is also significant to note that poor assessment of curriculum results in poor feedback on learners' performance. Time allocated for supervising curriculum

is not enough for the tasks specified in the document. As a result, HoDs must learn to supervise curriculum in the afternoon and at weekends in order to meet the deadlines for the work schedule given. Further, the learning environment must be conducive supervising curriculum. This can help the HoDs achieve the goals of curriculum supervision.

Curriculum News (2010) supports CAPS (2012) in suggesting that when informal assessments are conducted through observation and discussion, this should form part of the building block to prepare for formal assessments HoDs need to apply. CAPS (2012) is clear about assessments: HoDs must consider the value of formative assessment (assessment for learning), summative assessment (assessment of learning), and peer assessment (assessment as learning), so that they will be in a position to give educators feedback on their strengths and weaknesses when they implement curriculum according to CAPS. However, this contradicts with three participants' responses since in their assessments they spend their time on exercise books and check if the work is aligned with policy. As a result, HoDs assess teachers based on learners' controlled tests which form part of the summative assessment. This suggests that summative assessment in curriculum supervision is recommended by HoDs.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study set out to explore SMTs' experiences in the supervision of CAPS at South African primary school in Pinetown District. This chapter presents a summary of the findings, conclusions and recommendations that have emerged from the data generation process that has been described in previous chapters. In Chapter 4 the findings were explained and discussed based on the curricular spider web concepts. In this chapter, recommendations are made based on the important questions that were presented in Chapter 1. In so doing, the Department of Basic Education and school managers will be able to take the recommendations made in order to improve the supervision of curriculum.

This chapter begins with a summary in section 5.2 of each of the previous chapters, section 5.3 discusses major findings of the study, followed by suggestions for further research in section 5.4. Section 5.5 states the recommendations made by this study. Section 5.6 outlines the study limitations, and section 5.7 presents a concluding statement for the chapter.

5.2 Summary of chapters

This study focused on exploring SMTs' experiences in the supervision of CAPS at South African primary School in Pinetown District. It tried to understand experiences, what informed these experiences – personal, societal, and professional – in the supervision of curriculum, and what we can learn from them in order to improve the supervision in primary schools. The study has thus comprised Chapters 1 to 4. Figure 5.1 below indicates the number of words in each of those chapters.

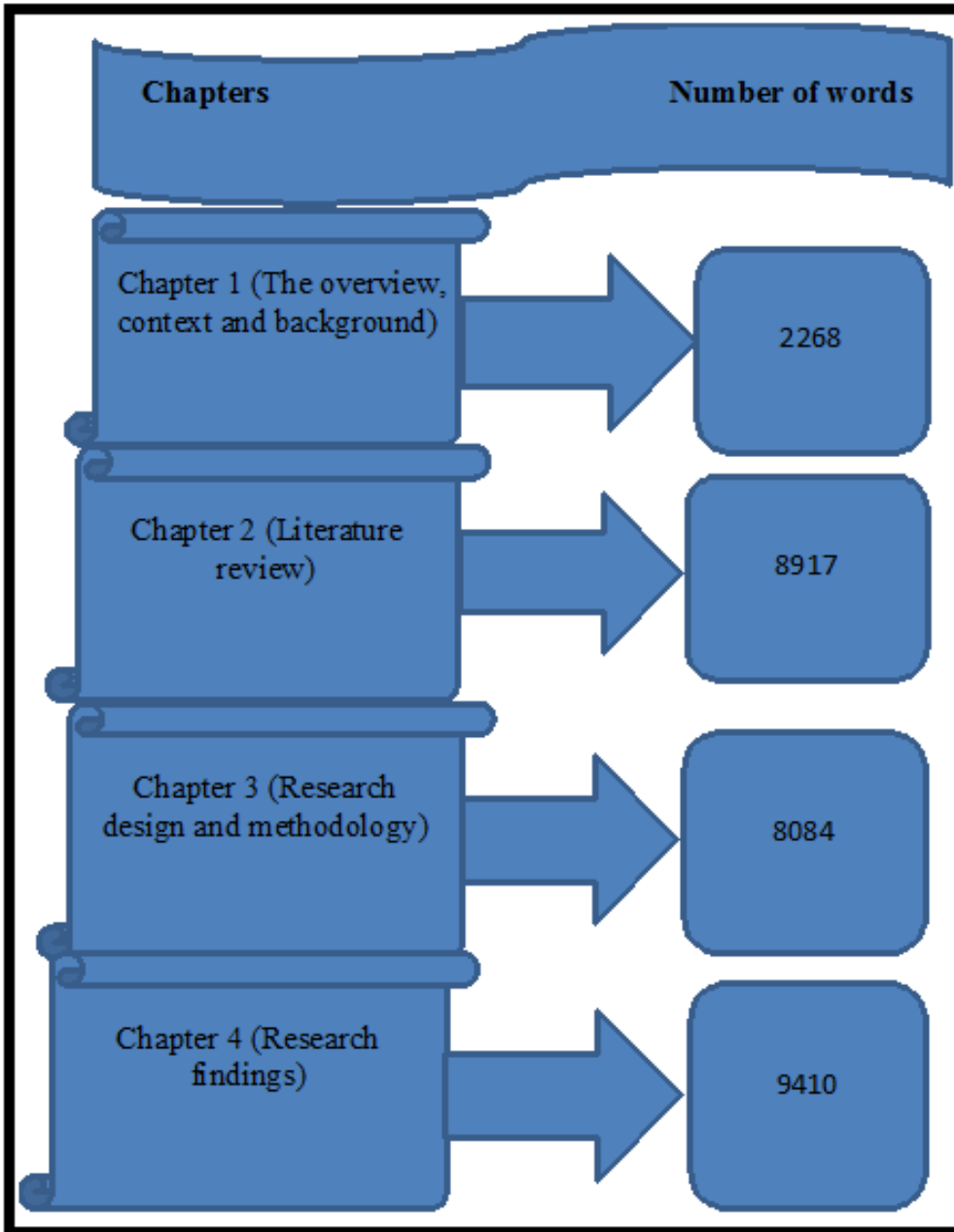


Figure 5.6: Chapters vs number of words

Figure 5.2, the bar graph, clearly shows the percentage of words in each chapter. This indicates that Chapter 4 has the biggest percentage, 35 percent, with Chapter 2 at 30 percent of the study. Consequently, these two chapters will be compared in presenting the conclusions, summary and recommendations of the study.

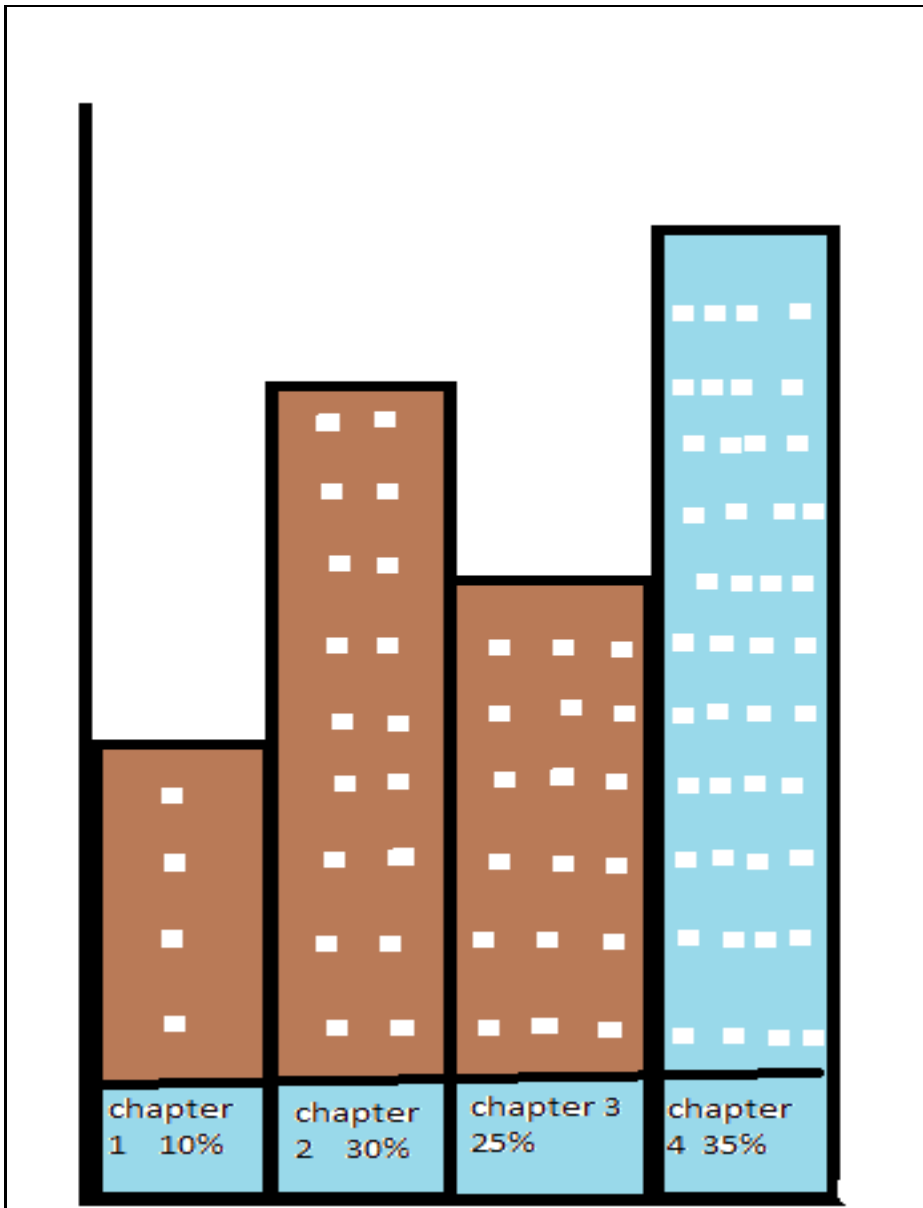


Figure 5.2: Percentage of words in each chapter

5.2.1 Chapter 1

Chapter 1 presented the title of the study, the study's general background, the problem to be explored, the study's objectives, and its location in one primary school in the Pinetown district of the province of KwaZulu-Natal. The rationale of the study indicated the researcher's personal reasons for undertaking it, and what the literature states about the study phenomenon (HoDs' experiences) and the study's focus (supervision of curriculum). The rationale also looked at how useful this qualitative research will be in the

field of education. I also looked at the literature where the 10 concepts of the curriculum spider web were outlined (van den Akker et al., 2009).

These issues were followed by questions:

A. What are school management teams' experiences in the supervision of the Curriculum and Assessment Policy Statement in the primary schools?

B. What are the lessons that can be learned from school management teams' experiences in curriculum supervision in the primary schools?

C. Why do school management teams experience the supervision of the Curriculum and Assessment Policy Statement the way they do?

5.3 Summary of findings

5.3.1 Rationale

The findings indicated that there is a need for a strong rationale, personal, societal and professional, which endorses the importance of supervising CAPS. If the rationale of supervising curriculum is not visible, everything will fail. In their experiences based on supervising curriculum, HoDs are unaware of these categories of rationale. They need to be orientated and trained around these categories as to why they are supervising curriculum. If they do not understand the rationale, HoDs will not be in a position to supervise CAPS, which will lead to unsuccessful curriculum supervision. Therefore, it is important for them to have a clear understanding as to why they are supervising curriculum.

5.3.2 Accessibility

The findings from the data highlighted the importance of physical access. In some cases, HoDs had to walk to school as they could not afford transport because they are underpaid. The Department does not provide HoDs with transport, not even those staying far from school. The Department should provide the transport to support the supervision of intended curriculum, and this may yield a better pass percentage in primary schools. HoDs were silent on the third category of rationale (cultural access) – cultural activities like ritual functions in learners' homes.

5.3.3 Goals

The findings showed that HoDs are not clear about the aims, objectives and outcomes of CAPS. Therefore, they are unable to set goals in their supervision planning, or consider the importance to their supervision of aims, objectives and outcomes. Lack of understanding in these essential features suggests that HoDs are

still not supervising curriculum as expected by the Department of Basic Education, and are not aware that curriculum is determined by aims, objectives and outcomes.

5.3.4 Content

The findings indicate that some HoDs do not fully understand the content they are supervising. This has unfortunate implications for teachers and learners and makes the supervision of curriculum tremendously problematic for the HoDs. Therefore, it is crucial that the Department of Basic Education's subject advisers play a more active role in supporting HoDs' understanding of the content they are supervising. It is a sign that there is a communication and meetings breakdown that must be repaired between the expectations of the Department of Basic Education, and HoDs' understanding of the way they should supervise content. Communication, meetings and engagement should be the main tools used in addressing the issue of content. The findings suggest that HoDs need to be developed and skilled in supervising capabilities (planning, leading, organising and controlling) that enhance their skills. If HoDs do not understand the content to be developed this will spell a high failure rate in supervising curriculum in primary schools.

5.3.5 Supervising activities

The findings from the data indicate that HoDs focus mostly on formal activities. They forget about informal and continuous activities. This indicates that they supervise intended curriculum the way they like, and the activities they choose to supervise they choose because doing so suits them and the teachers. It is recommended that the intended curriculum should accommodate all the activities. The findings also indicate that the supervision of intended curriculum should be demonstrated by the HoDs in completing all the activities.

5.3.6 Resources

Data findings reveal that the lack of resources in schools hinders the supervision of the curriculum, and that textbooks (hardware resources) do assist HoDs in their supervision and understanding of the intended curriculum. In support of this, the Department of Basic Education (2011) specified that HoDs should be in possession of all resources to supervise curriculum. The findings reveal that there is a need to evaluate resources used by HoDs since they showed that hardware resources are the only ones that work for them in schools. HoDs are the main resource in supervising curriculum, so they should constantly supervise intended curriculum and support teachers with motivation, feedback and engagement, so that they can equip teachers with the necessary knowledge and skills to be effective teachers and use all the school's available resources.

5.3.7 SMTs' roles

Although CAPS does not specify any HoD roles, the findings showed that HoDs know what they are. However, they were not aware that at times they must act as instructors during the supervision of curriculum, and also act as facilitators implementing intended curriculum. The findings suggest that HoDs combined the two roles in one which made it easier for them to supervise curriculum. One of the HoDs realised that she must supervise intended curriculum as she assesses teachers work. The findings indicate that the HoDs play a central role in all aspects of the curriculum as they are concerned in understanding and applying practical concepts which include, amongst others, planning, time, resources, learner activities, content and assessment.

5.3.8 Location and time

The data findings from the HoDs suggest that some HoDs are still not aware of the allocated time for supervising curriculum, since they believe that supervising curriculum should take place only in school. However, according to policy a teacher works 24 hours a day and 365 days a year. Findings indicate that the time allocated is not enough to supervise the intended curriculum since HoDs use the school timetable to supervise curriculum, and that suggests that they should invest more time in supervising intended curriculum.

5.3.9 Assessment

The findings reveal that HoDs in primary schools are not taking into consideration the vital necessity of considering different types of assessment and the significance of doing all assessments of educators on a regular basis. They have shown that there is no consistent system they use to supervise the different types of assessment. As a result, educators will not be aware of their developmental areas when implementing curriculum, which could lead to poor assessments, a lack of job satisfaction and motivation, and finally a curriculum breakdown and failure to achieve the curriculum supervision goal.

5.5 Recommendations

5.5.1 Recommendation 1

It is essential for CAPS to be reviewed in order to redefine the rationale of supervision of intended curriculum. This will allow HoDs to better enjoy their supervising of the intended curriculum. A clear redefinition of rationale may also ensure the curriculum supervision is attained, and that all stakeholders are able to work together to contribute towards improved supervision of the curriculum. There is a need in schools for more workshops and information sessions to assist HoDs as to why they are supervising

curriculum (personal, societal, content). This will support HoDs with the essential knowledge, skills and experience that could benefit them.

5.5.2 Recommendation 2

There is a need to conduct more studies on the factors contributing to supervision of curriculum in primary schools. This can help HoDs to understand how to supervise curriculum across diverse conditions in the different schools. HoDs as curriculum drivers need to have a better understanding of how to deal with factors that affect their supervision. Findings indicate that HoDs staying next to schools easily supervise curriculum. Therefore, there is a need for cottages as nearby accommodation for HoDs to enhance supervision.

5.5.3 Recommendation 3

HoDs need to understand the supervision aims and objectives, and they need to be able to link the objectives with the supervision aims within the supervision of intended curriculum. Once the aims are understood, HoDs will connect the objectives with the subject aims and will be able to supervise the performance curriculum. Workshops organised by the Department Basic Education should not only address the content but also the goals of supervising, and should clearly demonstrate how they are linked to the content. When HoDs are not clear about goals, the supervision of curriculum might be distorted. This requires huge intervention by Department officials into the goals and objectives of curriculum supervision.

5.5.4 Recommendation 4

The findings indicate that HoDs need full support and training to understand the content they are supervising in schools. Therefore, the Department of Education should ensure that all those HoDs supervising curriculum are qualified. A pre-employment test to determine whether or not they have the necessary content knowledge should be administered in primary schools. There is a clear need for HoDs to be trained and developed on the key competencies of supervision of curriculum. This will prepare them with the skills, information and understanding to supervise the intended curriculum better.

5.5.5 Recommendation 5

There is a need for HoDs to develop activities that will promote content reasoning in schools. Therefore, it is recommended that the CAPS documents should have a variety of relevant activities to be supervised (formal, informal and continuous) in order to standardise the intended curriculum and ensure that it is supervised effortlessly and without misunderstanding. The Department should assist HoDs in order to ensure the consistency and practicality of supervising activities. This suggests that HoDs' content knowledge should be developed based on the content they are supervising in schools. It is recommended

that they should familiarise themselves with a number of studies, including the CAPS document, so that they may comprehend various types of activity suggested by CAPS and other literature.

5.5.6 Recommendation 6

Schools should be supplied with technological resources such as computers in order to support or improve HoDs' supervision of curriculum. A policy may be implemented in schools to ensure fairness in using all the resources available. It is therefore recommended that the Department ensure that all schools are technological. This may improve the quality of curriculum supervision and speed communication between the schools and Department officials. Officials should review the CAPS document and address the matter of providing ideological ware resources in schools.

5.5.7 Recommendation 7

HoDs have been made specialists in the supervision of intended curriculum since they are directed to supervise without knowing their supervision roles. It is therefore recommended that HoDs themselves comprehend, through their own research, their basic role in supervising the curriculum. The CAPS document may be reviewed in order to cater to the issue of addressing supervision by stating the kind of approach CAPS adopts to the intended curriculum. The Department of Basic Education should organise productive workshops in order to address the supervision role in primary schools.

5.5.8 Recommendation 8

It is essential that the Department provide schools with infrastructure, like a classroom that would enable HoDs to supervise curriculum in a conducive environment. The Department of Basic Education needs to conduct a time and motion workshop for HoDs in order to instruct them on how their time should be spent in supervising curriculum in primary schools. In so doing, HoDs main focus can be directed at improving, supporting, monitoring and controlling supervision of curriculum. It is also advisable that the Department of Education pay HoDs for supervising curriculum at their homes or after school to encourage them to invest a lot of time in it.

5.5.9 Recommendation 9

HoDs should involve themselves in cluster moderation which may be of support in ensuring that assessment is done according to the CAPS documents. CAPS documents should be revised to make all assessment supervised. The Department of Basic Education and HoDs need to introduce standardised assessment policies for teacher performance. HoDs should familiarise themselves with Bloom's taxonomy in order to achieve the best supervision in assessment. If teachers are not supervised objectively, regularly and against strong criteria, it could lead to poor performance and breakdown of curriculum supervision

5.6 Study limitations

Since I am a Level One educator supervised by HoDs in school (a KZN primary school), some HoDs were not comfortable during interviews. Furthermore, I was very careful to avoid being defensive towards their responses, and having a personal interest while conducting this study. I therefore allowed HoDs to provide their own data without trying to influence them during their interviews. This study focuses on one primary school in Pinetown. There were only three HoDs participating in the study. Therefore, I shall urge other researchers to research more about the supervision of curriculum by the Department of Education and SMTs.

5.7 Conclusion

The main answer to the first question, the literature suggests, is that HoDs experiences are practical, they emerge for personal, societal and content reasons (Berkvens et al., 2014). In response to the second question, it is likely after the interventions and recommendations have been made, that HoDs can transform and make developments to their supervision behaviour that empower them and provide them with knowledge and understanding that can make them better HoDs. In response to the third question, HoDs are managing based on their everyday knowledge, which directs their experiences in a particular way.

In this chapter a summary of this study has been provided, and the findings from the literature, CAPS document and data analysis compared. Recommendations formulated from each curriculum spider web element have been also made. Each element of the curricular spider web is important, but all other concepts revolve around the concepts of rationale in the supervision of curriculum. The findings indicate that HoDs are still supervising curriculum from a basis of personal experience rather than following the CAPS document. As a result, a gap exists in their ability to achieve the intended curriculum plan.

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APPENDICES

1. Appendix A: Permission from the University.



17 September 2018

Mr Lindokuhle Gray Nene 213534582
School of Education
Edgewood Campus

Dear Mr Nene

Protocol Reference Number : HSS/1129/018M

Project title: Exploring SMTs experience on the supervision of CAPS at the South African Primary Schools in Pinetown District

Full Approval – Expedited Application

In response to your application received 3 August 2018, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

.....
Professor Shenuka Singh (Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

Cc Supervisor: Dr Mncube
cc Acting Academic Leader Research: Dr SB Khoza
cc School Administrator: Ms Sheryl Jeenarain

Humanities & Social Sciences Research Ethics Committee

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Edgewood

Howard College

Medical School

Pietermaritzburg

Westville

2. Appendix B: Letter from the Department of Education



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1063

Ref.:2/4/8/1566

Mr L Gary
Box 8
Eshowe
3815

Dear Mr Gary

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: “**EXPLORING SMTs EXPERIENCES ON THE SUPERVISION OF CAPS AT THE SOUTH AFRICAN PRIMARY SCHOOLS IN PINETOWN DISTRICT**”, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 01 July 2018 to 01 October 2020.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

(PLEASE SEE LIST OF SCHOOLS ATTACHED)

LIST OF SCHOOLS

1. Duduzani Primary School

A handwritten signature in black ink, appearing to read 'Phindile Duma'.

Dr. EV Nzama

Head of Department: Education

Date: 04 July 2018

...Championing Quality Education - Creating and Securing a Brighter Future

KWAZULU-NATAL DEPARTMENT OF EDUCATION

Postal Address: Private Bag X9137 • Pietermaritzburg • 3200 • Republic of South Africa

Physical Address: 247 Burger Street • Anton Lembede Building • Pietermaritzburg • 3201

Tel.: +27 33 392 1063 • **Fax.:** +27 033 392 1203 • **Email:** Phindile.Duma@kzndoe.gov.za • **Web:** www.kzneducation.gov.za

Facebook: KZNDOE....Twitter: @DBE_KZN....Instagram: kzn_education....Youtube:kzndoe

3. Appendix C: Permission letter from the school

DUDUZANI PRIMARY SCHOOL

POSTAL ADDRESS
P.O. BOX 27130
KWA-MASHU
4360
TELEPHONE
031 501 8131



PHYSICAL ADDRESS
C 1935
NTUZUMA TOWNSHIP
4360

Date:

Dear Lindokuhle Gary

PERMISSION TO CONDUCT RESEARCH AT DUDUZANI PRIMARY SCHOOL

Your letter titled "Exploring SMTs experiences on the supervision of CAPS at the South African Primary schools in Pinetown District" has reference. Please be informed that you are granted a permission to conduct your research at the above mentioned school.

Yours sincerely

A.N. LUSHABA
Name of Principal

DUDUZANI PRIMARY SCHOOL
KZN DEPT OF EDUCATION
P.O. BOX 27130 KWAMASHU 4360
CIRCUIT: DURBAN NORTH WEST (NTUZUMA)
PINETOWN DISTRICT
TEL: 031 509 6079
DATA: 0718 752 154 EMIS No: 123728

4. Appendix D: Letter to the school principal

P.O. BOX 27130
KWA-MASHU
4360

The Principal
Duduzani Primary School

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL

I am Nene lindokuhle Gary. and I am conducting a research as a requirement of the University of KwaZulu-Natal towards a Degree of Masters The title of the research study is Exploring SMTs experiences on the supervision of CAPS at the South African Primary schools in Pinetown District” has reference”.

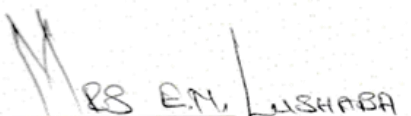
I would like to use your school as one of the research sites, and this letter intends to request your permission. The focus of the study is on the SMTs experiences on the supervision of CAPS at the South African Primary schools in Pinetown District” has reference e, therefore I would like to request your permission to participate in the study. Should permission be granted, the interviews with the ... will be scheduled for dates and times that are convenient to *him or her or them*. Care will be taken that no disruption is caused during such interviews. Please also note that the participation in this study is voluntary, and the participant has the right to withdraw from the study at any time without any negative consequence. In addition, you are assured that details of the school and the participant will be kept confidential, and your identity will never be disclosed to anyone.

For more information and questions about the study, you may contact the researcher or the research supervisor on the following details:

Name of researcher Cell No; 0710536543 emails: lindokuhle04@gmail.com
Supervisor: Dr Mncube: Cell No.: 0829324338; Email: Mncubed@ukzn.ac.za

You may also contact the Research Office through:
P. Mohun
HSSREC Research Office,
Tel.: 031 260 4557 E-mail: mohunp@ukzn.ac.za

Thanking you in advance.
Yours in Education


Your title, initials and surname

5. Appendix E: Semi-structured interview questionnaires

Question 1:	Why do you have an interest in supervising the curriculum in primary school?(reasons) Rationale
Sub questions	<ol style="list-style-type: none"> 1. What personal rationale/reasons that made you to supervise the curriculum? 2. What social rationale/reasons made you to supervise the curriculum? 3. What professional rationale/reasons that made you to supervise the curriculum?
Question 2:	What resources do you use when supervising the curriculum? Resources
Sub questions	<ol style="list-style-type: none"> 1. What software resources do you use when supervising the curriculum? 2. What hardware resources do you use when supervising the curriculum? 3. Which learning theories or approaches you using when supervising the curriculum?
Question 3:	Do you encounter any problems in CAPS document, in terms of financial, cultural and physical aspects? (accessibility)
Sub questions	<ol style="list-style-type: none"> 1. What is the cultural background in supervising the curriculum do you experience? 2. What is the financial state do you experience when supervising curriculum? 3. What is the physical state do you experience when supervising teachers?
Question 4:	How do you ensure justice when supervising the curriculum? (goals to be achieve)
Sub questions	<ol style="list-style-type: none"> 1. What are your aims of supervising the curriculum? 2. What are the objectives of supervising the curriculum? 3. Indicate the outcomes in the supervision of the curriculum?
Question 5:	What content (topics/sub topic) are you supervising in curriculum? Content
Question 6:	What are supervising activities do you use when supervising the curriculum? supervision activities
Sub questions	<ol style="list-style-type: none"> 1. What activities do you engage teachers on (formal, informal, continuous)? 2. What activities do you use in to unpack the content of supervising? 3. What activities do you use to ensure the attendance of teachers in class?
Question 7:	How do you perceive your character when supervising the curriculum? HOD role
Sub questions	<ol style="list-style-type: none"> 1. Is your role seem as the leader, facilitator or moderator when supervise the curriculum?
Question 8:	Where do you supervise the curriculum? (location/environment)
Sub questions	<ol style="list-style-type: none"> 1. Is online platform conducive? Substantiate 2. Do you supervise in classroom (face to face) interaction)? 3. Is blended learning possible in supervising the curriculum?

Question 9:	What is the time allocation for each aspect (topic) in curriculum supervision (time)
Sub questions	<ul style="list-style-type: none"> • How is time allocation for teach aspect (topic) in the subject? <ol style="list-style-type: none"> 1. Number of weeks 2. Number of days 3. Number of hours
Question 10:	How do you assess supervision in your phase? Assessment
Sub questions	<ol style="list-style-type: none"> 1. What activities do you use during peer assessment for learning? 2. What activities do you use during formative assessment as learning? 3. What activities do you use during summative of learning?
Question 11	1. What can you suggest need to be done in your experience to improve curriculum supervision?
Question 12	1. Do you encounter any problems in CAPS document?
Question 13	1 How do you facilitate supervision?
Question 14	1. Do you believe that a professional experience of curriculum supervision by SMT is the solution to problems facing curriculum supervision?
Question 15	1. What are the lessons you have learned in your experiences of curriculum supervision of CAPS?
Question 16	1. What support do you offer to teachers?
Question 17	1. Do you think the support you offer to teachers is enough and why?
Question 18	1. How do you supervise teachers' regards the CAPS document?

6. Appendix F: Focus group

Individual interviews

Full name: _____

This Individual interview is for reflections. This interview will require you to tell a story about the supervision of Curriculum Assessment and Policy Statement (CAPS) using Curricular Spider Web as a framework for the analysis. Presents your reflections by following the curricular spider web themes/questions as follows.

4. Why do you have an interest in supervising the curriculum in primary school?(reasons) Rational
5. What resources do you use when supervising the curriculum? Resources
6. Do you encounter any problems in CAPS document, in terms of financial, cultural and physical aspects? (Accessibility)
7. How do you ensure justice when supervising the curriculum? (goals to be achieve)
8. What content (topics/sub topic) are you supervising in curriculum? Content
9. What are supervising activities do you use when supervising the curriculum? supervision activities
10. How do you perceive your character when supervising the curriculum? HOD role
11. Where do you supervise the curriculum? (location/environment)
12. What is the time allocation for each aspect (topic) in curriculum supervision (time)
13. How do you assess supervision in your phase? Assessment
14. What can you suggest need to be done in your experience to improve curriculum supervision?
15. Do you believe that a professional experience of curriculum supervision by SMT is the solution to problems facing curriculum supervision?
16. What are the lessons you have learned in your experiences of curriculum supervision of CAPS?

7. Appendix G: Reflective activity

Full name: _____

School name: _____

This Reflective Activity is for reflections of your supervision of curriculum in primary school. You may use various sources to complete this activity. Presents your reflections by following the curricular spider web themes/questions as follows.

17. Why do you have an interest in supervising the curriculum in primary school?(reasons) Rational
18. What resources do you use when supervising the curriculum? Resources
19. Do you encounter any problems in CAPS document, in terms of financial, cultural and physical aspects? (Accessibility)
20. How do you ensure justice when supervising the curriculum? (goals to be achieve)
21. What content (topics/sub topic) are you supervising in curriculum? Content
22. What are supervising activities do you use when supervising the curriculum? supervision activities
23. How do you perceive your character when supervising the curriculum? HOD role
24. Where do you supervise the curriculum? (location/environment)
25. What is the time allocation for each aspect (topic) in curriculum supervision (time)
26. How do you assess supervision in your phase? Assessment
27. What can you suggest need to be done in your experience to improve curriculum supervision?
28. Do you believe that a professional experience of curriculum supervision by SMT is the solution to problems facing curriculum supervision?
29. What are the lessons you have learned in your experiences of curriculum supervision of CAPS?

8. Appendix H: Turnitin report

The screenshot shows a Turnitin report for a document titled "Lindokuhle Nene" with the subtitle "Exploring SMTs experiences on the supervision of CAPS at the South African Primary Schools in Pinetown District". The document content is visible on the left, and a "Match Overview" sidebar is on the right.

CHAPTER 1

The overview, context and objectives

1.1 Introduction

One of the school requirements is to have constant supervision of curriculum by SMTs to identify areas of potential improvement in the CAPS (Doll Jr, 2015). This is important because curriculum changes rapidly, and changes in curriculum come with a number of challenges. In order to effectively implement curriculum change in schools, accountability and responsibility rest on the shoulders of SMTs (Amanchukwu, Stanley & Ololube, 2015). SMTs are rightfully regarded as the main facilitators and managers of the curriculum. In line with their responsibilities, they are also expected to work at a macro-planning level in schools (Mampuru, 2001)

A macro-planning level involves looking at the school as a whole (Mampuru, 2001). The

Match Overview

11%

Match #	Source	Percentage
1	Submitted to University... Student Paper	7%
2	researchspace.ukzn.ac... Internet Source	2%
3	repository.up.ac.za Internet Source	2%

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9. Appendix I: Participants consent form

REQUEST FOR PARTICIPATION IN THE RESEARCH

I am Nene Lindokuhle Gary and I am conducting a research as a requirement at the University of KwaZulu-Natal towards a Degree of Masters. The title of the research is Exploring SMTs experiences on the supervision of CAPS at the South African Primary schools in Pinetown District”. The objectives of the study are:

To explore school management teams’ experiences with the supervision of curriculum in primary schools in Pinetown District.

- « To understand the lesson that can be learned from school management teams’ experiences in curriculum supervision in the primary schools.
- To explain why school management teams experience the supervision of the Curriculum and Assessment Policy Statement the way they do in the primary schools

The study will focus on Exploring SMTs experiences on the supervision of CAPS at the South African Primary schools in Pinetown District. This letter intends to elucidate the purpose of the study and to request your participation in the study.

Please note that:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion.
- The interview may last for about 1 hour and may be split into two parts depending on your preference.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.
- You have a choice to participate, not participate or stop participating in the research. You will not be penalized for taking such an action.
- Your involvement is purely for academic purposes only, and there are no financial benefits involved.
- If you are willing to be interviewed, please indicate (by ticking as applicable) whether or not you are willing to allow the interview to be recorded by the following equipment:

	Willing	Not willing
Audio equipment		
Photographic equipment		
Video equipment		

I can be contacted at:
Email: lindokuhle04@gmail.com
Cell:0710536543

'• s z iscr is DR Mncube who is located at the School of Education, at the University of KwaZulu-

[redacted]
Natal.

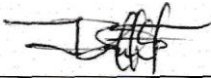
I hope this letter will find your positive consideration, thanking you in advance.

yours sincerely

WIN DUKHLW ENE
Name and surname

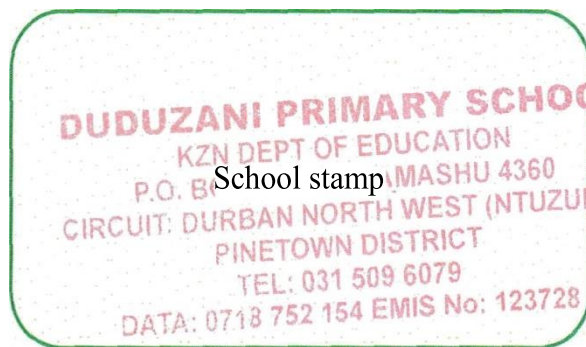
PLEASE COMPLETE THE FOLLOWING SECTION FOR CONSENT OF PARTICIPATION:

I _____ U _____ 'O< N (Full names of participant) hereby confirm that I understand the nature and purpose of the study entitled: Exploring SMTs experiences on the supervision of CAPS at the South African Primary schools in Pinetown District, I agree to participate in the study. I am also fully aware that I have the right to Withdraw from the study at any point should I wish to do so, without any negative or undesirable consequence. I am also aware that there are neither any foreseeable direct benefits nor direct risks associated with my participation in this study. I therefore understand the contents of this letter fully and I do **GIVE CONSENT / DO NOT GIVE CONSENT** for the interviews to be digitally recorded.



Signature

Date



10. Appendix J: Editor's Certificate

CERTIFICATE

This document is presented to certify that I edited Mr Lindokuhle Gary Nene's dissertation entitled *Exploring SMTs' Experiences in the Supervision of CAPS at South African Primary Schools in Pinetown District*, written in partial fulfilment of the requirements for a Master of Education degree in Curriculum Studies in the School of Education, College of Humanities, at the University of KwaZulu-Natal.



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13 March 2019**