

**An Exploration of the Monitoring and Support
Mechanisms for the Teaching of the Life Orientation
Curriculum in High Schools in the Fort Beaufort District,
Eastern Cape Province of South Africa**

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KEYWORDS Course Moderation. Learning Area. Learner's Portfolio. Principal. Teacher

ABSTRACT This paper explored the monitoring and support mechanisms in place for teaching the Life Orientation curriculum. The paper was located within the interpretivist paradigm and used a qualitative research design. Data was collected mainly through individual interviews held with 12 participants made up of teachers and principals in six high schools in the Fort Beaufort Education District in the Eastern Cape Province of South Africa. Data analysis was done by clustering common themes and writing stories to uncover the main issues that arose. The findings revealed that there were some forms of support and monitoring strategies in place for the teaching of the Life Orientation curriculum. The paper concluded that the support from the Department was not adequate and so it recommended that the current forms of support and monitoring should be supplemented with more frequent school visits by Department officials.