

Curriculum Leadership in the Terrain of Curriculum Changes: A Case of Primary School Principals in Vhumbedzi Circuit in Limpopo, South Africa

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ABSTRACT The paper reports on an empirical data collected from primary schools principals on the effect of curriculum changes in the South African education system. Using both quantitative and qualitative research approaches, the paper explores the roles of principals as curriculum leadership. The paper situates the roles of principals within critical theory propositions to determine the extent to which the principals embrace change. The findings of the paper indicate that for successful implementation, principals should be able to question their position as curriculum leaders. However, if no effort is made to enhance the interest of the principals during curriculum development, the schools will operate on a presumed consensus apparently led by principals.