

Curriculum Change Implementation: Do Secondary School Principals Manage the Process?

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ABSTRACT This article reports on selected findings of a bigger qualitative multi-site case study of purposely selected secondary schools in the Moretele Area Office, North West Province. The study examined the perceptions and experiences of School Management Teams (SMTs) regarding their role in managing the implementation of the National Curriculum Statement (NCS) as curriculum change. Only findings regarding principals are discussed in this article. Data were collected through semi-structured focus-group interviews. Findings suggest that: 1) principals have a limited understanding of what comprises their role of managing the implementation of the NCS as curriculum change; and, 2) principals experience a plethora of impediments in managing the implementation of the NCS as curriculum change. The article outlines the implications of these findings on school effectiveness and makes recommendations for improving the management of curriculum change implementation.