

IVETA CONFERENCE

THEME:
**THE NEED
FOR
CURRICULUM CHANGE AND LEADERSHIP**

PRESENTER: DR TERCIA TERBLANCHE

DATE: 14 AUGUST 2018

INDEX

1. INTRODUCTION
2. THEORETICAL AND CONTEXTUAL TVET CURRICULUM OVERVIEW
3. METHODOLOGY
4. FINDINGS
5. CHALLENGES
 - 5.1 CURRICULUM CHALLENGES
 - 5.2 CURRICULUM CHANGE CHALLENGES
 - 5.3 CURRICULUM LEADERSHIP CHALLENGES
6. FURTHER RESEARCH
7. CONCLUSION
8. ACKNOWLEDGEMENTS
9. REFERENCES

1. INTRODUCTION

- This paper is based on a recent study that identified a knowledge gap indicating the need to investigate possible **strategies for leading changes** faced by TVET colleges, with focal attention on **sustainable curriculum** change.
- The need for TVET **curriculum reform is urgently needed** as confirmed by the study findings.
- The ultimate **outcome** of the study was to **develop a framework for leading curriculum change** in the South African TVET college sector that can **assist with training and capacity building of TVET college leaders** to bring about **curriculum change** (Terblanche, 2017).

2. THEORETICAL AND CONTEXTUAL TVET CURRICULUM OVERVIEW

- Badroodien and Kraak (2006:181) states that curriculum development for vocational education is a **national competency**, allowing **minimal** room for institutional innovation and curriculum customisation by TVET colleges.
- The Department of Education (DoE, 2007) acknowledge that some of the negative features of the then technical colleges included **programmes** that were **outdated and unresponsive to an emerging economy**.
- The National Certificate Vocational NC(V) levels 2 to 4 qualifications **are not achieving the curriculum objectives** as envisaged by the FET Act of 2006 (DoE, 2006) and the National Plan for Further Education and Training (DoE, 2008).
- According to the Department of Higher Education and Training (DHET), colleges have become **increasingly de-linked from the world of skills development and occupational training**, and created a cul-de-sac for students hoping to progress into **higher education** (DHET, 2010:1-2).
- An **effective TVET curriculum** should prepare students for **low, intermediate, medium and high level skills** that are linked to **students' school level preparedness** to meet admission requirements. Furthermore, the TVET curriculum has to allow for **seamless articulation** between the different levels of an occupation and at the same time allow for access to **further studies** in a specific study field (Duncan, 2009; DHET, 2013).
- TVET colleges are restricted by the **rigidly DHET funded and structured programme qualifications mix** consisting of (NCV) and NATED programmes through the TVET funding norms and standards (DHET, 2015:14-20).

3. METHODOLOGY

- ▶ Mixed methods approach.
- ▶ Numeric and non-numeric data collection.
- ▶ **Phase one:** comprised a review of documents such as policies, theses, government publications, books, journals, and reports related to the research problem.
- ▶ **Phase two:** Questionnaire surveys was conducted among **116** TVET college respondents.
- ▶ **Phase three:** This was followed by **fourteen focus group interviews** conducted among **90** TVET college respondents.
- ▶ **Phase four:** Incorporated the findings (triangulation) from the previous three phases of the study into a **conceptual framework** that aims to **potentially assist in leading curriculum change** in the TVET college sector.

4. FINDINGS

- ▶ Contribute to increased student **employability**.
- ▶ Contribute to **workplace productivity**.
- ▶ Improvement of student **success rates**.
- ▶ Crucial need exist for **change management strategies**.
- ▶ The need for **stronger industry involvement in the review and development of TVET curriculum**.
- ▶ The need exist for **leadership programmes** to assist leaders in bringing about curriculum change.
- ▶ The need for **cognitive and social competencies** are required by curriculum leaders to effectively lead curriculum change.
- ▶ Need for **specific knowledge and skills** required for the **development of a responsive** vocational and occupational curriculum.
- ▶ Proper **research** to be conducted on **students' social background and prior academic knowledge**.
- ▶ Ongoing **professional development** are needed.
- ▶ Widening of student **participation and access** are needed.
- ▶ **Industry knowledge and experience** are needed.
- ▶ Meet the need for **adequate resources, funding and for quality delivery of teaching** to promote the skills workforce of South Africa.

5. CHALLENGES

5.1 CURRICULUM

- **Incoherent and fragmented** curriculum.
- **Short duration** of N1-N3 engineering studies.
- **Poor articulation** of TVET college programmes to higher education and the workplace.
- Lack of **updating and adequate resource materials**.
- **Poor practical integration** of theory components.
- Lack of **industry partners**.
- Poor and tarnished **public image**.

5. CHALLENGES

5.2 CURRICULUM CHANGE

- Conduct **proper research**.
- The need for **stronger industry involvement in curriculum development and review** processes.
- Proper systems for **student screening**.
- Lack of **technology** to improve curriculum standards.
- Student **employability**.
- **Productivity** in the workplace.
- Lack of **change management strategies**.

5. CHALLENGES

5.3 CURRICULUM LEADERSHIP

- Conduct proper research.
- The need for stronger industry involvement in curriculum development processes.
- Proper systems for student screening.
- Lack of technology to improve curriculum standards.
- Student employability.
- Productivity in the workplace.
- Lack of change management strategies.

6. FUTURE RESEARCH

- Conduct **further research with other eight provinces** (excluding Western Cape) in South Africa.
- To strengthen the **verification, credibility and expansion** of the **modules and key elements** of the **suggested framework for leading curriculum change** .
- To strengthen and ensure **general support, acceptance and approval** process by the **relevant authorities** for the **suggested framework** to be **implemented as a training and capacity building tool**.

7. CONCLUSION

- This paper aimed to reflect on **the need for curriculum change and leadership** based on **curriculum leadership challenges** faced by (TVET) colleges **to bring about curriculum change.**
- The researcher hope that through the discussions in this paper that a **meaningful contribution in a modest way** were made to **further TVET research** in South Africa that could **assist to bring about curriculum change** that are **urgently needed to turn around the current status quo.**

8. ACKNOWLEDGEMENTS

- Professor Eli Bitzer: Ph.D Supervisor – University of Stellenbosch
- Mrs Elsie Potgieter: Principal/CEO – South Cape TVET College (Research partially funded by college bursary fund and general support for further research development post obtaining my Ph.D)
- Western Cape TVET College Principals (Mr Kruger, Mr Beech, Mr van Niekerk, Mrs Osma-Jooste, Mrs Myburg) for approval and support for research to be conducted in their colleges.
- Western Cape TVET College staff – Survey and Interview Respondents
- DHET – Mr Qonde (DG) – Approval and support for research to be conducted.

9. REFERENCES

- Badroodien, A. & Kraak, A. 2006. *Building FET College responsiveness: The role of linkages and programmes*. Pretoria: Department of Education, Science and Skills Development.
- Department of Education. 2006. *Further Education and Training Colleges Act No. 16 of 11 December 2006*. Government Gazette No. 29469. Pretoria: Department of Education.
- Department of Education. 2007. *FET Colleges: Institutions of first choice*. Pretoria: Department of Education.
- Department of Education. 2008. *National Plan for Further Education and Training*. Government Gazette Number 31712 (Vol. 522). Pretoria: Department of Education.
- Department of Higher Education and Training. 2010. *FET College Round Table and Summit. Report to the Further Education and Training Summit 2010. Summary of Task Team Reports (Task Teams 1–3) on 31 August 2010*. Pretoria: Department of Higher Education and Training (DHET) in collaboration with Swiss-South African Cooperation Initiative (SSACI).
- Department of Higher Education and Training. 2013. *White Paper for Post-School Education and Training. Building an expanded, effective and integrated post-school system*. Pretoria: Department of Higher Education and Training.
- Department of Higher Education and Training. 2015. *Funding norms and standards for Technical and Vocational Education and Training (TVET) Colleges*. Government Gazette No. 38796. Pretoria: Department of Higher Education and Training.
- Duncan, K. 2009. The current state of the FET college sector in South Africa. Paper presented at the Colloquium on the State and Role of FET Colleges in South Africa held at Johannesburg Central, 5 December 2009. Johannesburg.
- Terblanche, T.E. 2017. *Technical and Vocational Education and Training (TVET) Colleges I South Africa: A framework for leading curriculum change*. Unpublished Ph.D Thesis. Stellenbosch University



THANK YOU...

Contact details: tercia.Terblanche@scollege.co.za /083 460 0663

Electronic Ph.D Thesis: Stellenbosch University Repository Handle:

<http://hdl.handle.net/10019.1/102864>