Who is disengaging the gear? Is school leadership the impediment in the implementation of the new curriculum in Zimbabwe?

Paul Mupa

Zimbabwe Open University

E-mail of the author**:** **mupapaul@gmail.com**

ABSTRACT

School leadership is there to build 'learning bridges' between learners and the curriculum content (Everand, Morris & Wilson, 2004, p. x). This study seeks to investigate challenges that school leadership face in the implementation of the new curriculum in Zimbabwean primary schools. It particularly examines the dissonance between the current implementation level and the expected standard of implementation. The implementation of a new curriculum requires effective school leadership (Bennett, Crawford & Cartwright, 2003). The key stakeholder in the process of curriculum implementation in any education system is school leadership. This article argues that school leadership should have a clear picture of what to do and how for effective implementation of any new curriculum. The curriculum introduced in Zimbabwe is not spared. The study was located within the qualitative paradigm using semi-structured interviews and focus group discussions to generate. Purposive sampling was done to select information rich cases from among school leaders in Masvingo Province. The study highlighted a number of complex challenges linked to school leadership which include the problem of suffering from multiple meanings and conceptual complexity of the new curriculum and lack of orientation on the new curriculum. The study also revealed that school leadership has not been sufficiently retrained for fitness of purpose. The study thus recommends retooling of school leadership so that they develop the craft competency needed in the implementation of the new curriculum.

Key words

school leadership, curriculum, curriculum implementation, leadership, perspectives, implementation, craft literacy, craft competency

1 INTRODUCTION

Some schools are more effective and more successful because they are better led than others (Everand, Morris & Wilson, 2004, p. x). There is growing recognition among educational leadership and management scholars and practitioners of the crucial role that school leadership plays in curriculum implementation (Hallinger, 2016). The Zimbabwean formal curriculum has been evolving over the years. When European colonialists and missionaries came to Zimbabwe, they introduced a two-tier education system. There was the academic curriculum that catered for whites learners and another to show their supremacy over the blacks and the watered down curriculum for the Africans (Shizha & Karivo, 2011, p. ix). At independence in 1980 Zimbabwe's quest to change the curriculum was too high. The

government wanted wanted to address the needs and concerns of most Africans who felt they had been disadvantaged for too long. Mutumbuka (1978) highlights that at the onset of independence, the Zimbabwean curriculum needed a new mentality and a new direction and thus needed to be reviewed. Why? The Eurocentric colonial curriculum excluded African traditional norms and values and was bent on alienating black Zimbabwean learners from African culture which was considered inferior nothing worth learning. To address such a legacy, many curriculum policy changes took place although in the beginning they were incremental. The Zimbabwean government introduced a new curriculum in 2014 for primary and secondary education. School leadership is expected to play a pivotal role in ensuring that the new curriculum is effectively implemented. There are glaring challenges that militate against effective implementation of the new curriculum. School leadership, in particular, seems not to be clear about where to go and is not in the gear. This study seeks to extrapolate school leadership challenges in the implementation of the new curriculum in Zimbabwe. School leadership bears the responsibility to take Africans out of the straight jacket of colonial mentality which considered Africans as in educable idiots. Historically, white supremacy considered Africans as lazy and difficult to teach. Such a view is expressed by whites who had this to say:

> The Mashona are by nature lazy, frivolous and very difficult to be kept attentive under instruction, hence much patience and tact is needed in school (Atkinson, 1972, p. 33).

School leadership should emancipate learners from mental slavery and create bridges that enable effective implementation of the new curriculum in Zimbabwe. Of importance is that school leaders should demonstrate supremacy of their minds (effective leadership in both action and thought) and be enlightened to look at the breath and depth of the updated curriculum in order to implemented it with fidelity.

2 BACKGROUND TO THE STUDY

School leadership is faced with complexities and ambiguities that eventually make their leadership role a challenging one (Simkins, 2005) when implementing a new curriculum. **"**Curriculum change is a journey, not a blueprint" (Fullan, 1993, p. 24). There is growing emphasis on the importance of strong school leadership as a key factor in successful implementation (Hammad & Shah, 2018, p. 755) of a new curriculum and the leaders' ability to employ adequate knowledge and skills to manage diversity and dissonance in schools (Keung & Rockinson-Szapkin, 2013; Walker & Cheong, 2009). This study sought to investigate school leadership challenges in the implementation of the new curriculum in primary schools in Zimbabwe. The implementation of a new curriculum requires effective school leadership (Bennett, Crawford & Cartwright, 2003). The key stakeholders in the process of curriculum implementation in any education system are school leadership. This article argues that school leadership should have a clear picture of what to do and how to do it for effective implementation of any new curriculum. The new curriculum introduced in Zimbabwe is not spared. The bases of curriculum reform were underlined by the MoPSE in its curriculum review framework as follows:

> There is need to transform the structure and curriculum of the country's education system in order to adequately

> meet the evolving national development aspirations. This should see greater focus being placed on the teaching and learning of science, technology engineering and mathematics, including a prioritization of youth empowerment and entrepreneurship development (Ministry of Primary and Secondary Education, 2013, p. 1).

The above citation denotes serious implications to school leadership in the Zimbabwean context. It is important to note that there is need for school leadership to figure the internal efficiency during the implementation process otherwise mere exposure to science, mathematics, technology, among others, does not bring about the intended changes in the education system. Internal efficiency of the education system hinges on what is happening to inputs, process and outputs. Internal efficiency is an important dimension of the concepts of success and quality of implementation of any new curriculum. It is usually measured by indicators such as student input/output ratios or survival/ attrition rates, learning efficiency, teacher utilization and retention, and teacher effectiveness. It also shows the survival rate of a cohort of students as they go through the current education system (Galabawa, 2003, p. 4). It is argued that there must be a constant quest on the part of school leadership to see whether the same outputs in terms of measured learning achievement can be achieved with fewer financial or real resource inputs (Galabawa, 2003, p. 4). Quality and relevance issues thus become critical pillars that are set out by effective school leadership as critical guideposts during implementation.

The mere introduction of a new curriculum does not necessarily guarantee an improvement of the country's education system. School leadership stands out as the fulcrum to curriculum implementation in any context. School leadership is vital to the success of the curriculum paradigm shift (October, 2009, p. 11). The ushering in of the new curriculum in Zimbabwe requires knowledge and skills to implement it with fidelity (Wiles & Bondi, 2014). Effective implementation particularly of new curricula requires school leadership to feel confident in the delivery to ensure accurate implementation (American Institute for Research, 2016). It is argued that in the process of curriculum implementation many variables that include school leadership is central to whether a curriculum is delivered consistently, effectively and with efficacy to enable support of learner progress and growth (Lochner, Conrad & Graham, 2015). Various stakeholders view the new curriculum that has been ushered in the schools with mixed feelings in the education system in Zimbabwe. In particular, school leadership, which is at the helm of curriculum implementation, has a lot of mist on the way forward.

Schools need leadership that has the necessary qualities for effective implementation of the new curriculum. Rutherford (1985) suggests that schools need school leadership with a vision. With this vision in mind, school leadership works towards a shared understanding of the goals and the coordination of the curriculum and instruction (Rutherford, 1985, p. 32). It is also argued that school leadership should be able to translate the vision into action and should be so influential in determining how a new curriculum should be implemented (Hallinger, 2017; Hallinger & Bryat, 2013). It is the responsibility of school leadership to raise expectations of teachers and learners Hallinger & Hammad, 2017) so that the pith

of implementation is raised. All this is only possible if the school leadership has knowledge of the expectations and realistic goals of the new curriculum. Effective school leadership creates an environment of supportive efforts to achieve curriculum goals (Rutherford, 1985, p. 3). The blame for failure to learn by school pupils is always shouldered on school leadership.

Darling-Hammond (2010) laments that many schools suffer from weak teaching and impoverished learning and fail to effectively implement new curriculum changes. This is against the backdrop of professional school leadership that is expected to possess proficiency (Goodyear, 1992) in curriculum implementation. In the same vein it is argued that school leadership holds teachers and students to account for the curriculum and the standards (Pinar, 2012). Leithwood, Harris & Hopkins (2008) stress that successful school leadership requires four basic sets of practices namely, "building vision and setting directions; understanding and developing people; redesigning the organisation and managing the teaching and learning programme" (Leithwood, Harris & Hopkins (2008, p. 29). This has relevance to curriculum implementation and demands that school leadership should meet the challenges head on. Hallinger, Lee & Walker (2011) explored challenges in implementing different programmes in international schools in Saudi Arabia and found out that school leadership encountered problems in curriculum implementation, assessment and pedagogical approaches. This study is linked to challenges encountered by school leadership in implementing the new curriculum in Zimbabwe.

The development of education in Zimbabwe has undergone many phases since the colonial era and after the attainment of national independence. After independence, the Zimbabwe government went on a reform course designed to eliminate the imbalances and inequalities that existed during the colonial era. In 1999 the Nziramasanga Commission of Inquiry was set to address more specifically on specific areas in the education and training systems requiring reform (Government of Zimbabwe, 1999). The commission of inquiry recommended the need for curriculum reform in the Ministry of Primary and Secondary Education. The process to reform the curriculum took quite a long time but like flowing waters, the new curriculum has been introduced. What remains is the critical mass that is required by school leadership for its effective implementation. In this article, I want to ventilate the argument advanced by Blake and Mouton (1985: 1) that "The character of leadership is a significant factor in organisation success or failure." What is critical in any change is the influence of school leadership in the process of implementation of the change. Craft literacy and craft competence are issues school leadership should possess for effective implementation of a new curriculum.

3 STATEMENT OF THE PROBLEM

Parents are arguing that there is a lot of lip service in the implementation of the new curriculum. The problem in Zimbabwe is that the new curriculum is not being implemented with fidelity. School leadership seems not to understand how to effectively implement the new curriculum. They are failing to understand the practice and processes. Concerns from Zimbabwean society show that low level pass rate has to do with the ineffective implementation of the new curriculum. While some people might argue that literature to teach the new curriculum is not available and there are no resources but the problem hits at lack of innovativeness on the part of school leadership. School leadership is not fitted and

tuned to understand the work and methods of effective implementation of the new curriculum. The problem extends to lack of professional knowledge when implementing the curriculum. The gap also expands to cover a lack of professional development on the implementation of the new curriculum for both school leadership and classroom practitioners. School leadership is increasingly an absent presence in the discourses of education policy, an object rather than a subject of discourse. The curriculum is just handed down to schools. School leadership is the change agent and they have the responsibility of managing the implementation of the curriculum. To that end, school leadership has to be conversant with the subject content and methods of all subjects taught in the schools. While effective implementation of the new curriculum might bring about learner growth of knowledge and academic preparedness (Polikoff & Porter, 2014), lack of it might disengage the school leadership gear and become impediments to curriculum implementation. There is thus a void in terms of whether school leadership is the impediment in the implementation of the new curriculum particularly in Masvingo Province, Zimbabwe. My basic research question is:

What are the school leadership impediments to the implementation of the new curriculum in Masvingo Province, Zimbabwe?

4 RESEARCH QUESTIONS

1. Does school leadership have adequate knowledge about the new curriculum?
2. To what extent does school leadership understand pedagogy and instruction for effective teaching and learning of the new curriculum?
3. What challenges are faced by school leadership in improving the internal efficiency in the implementation of the new curriculum?

5 CONCEPTUAL FRAMEWORK: THE CONCEPT IMPLEMENTATION

Implementation can be described as "a dynamic construct, which refers to the process of continuous specification and redefinition of the essential characteristics of an innovation by developers and users during the planning and implementation phases of the planned change process" (Fullan & Pomfret, 1975, p. 71). There are two critical players in the implementation process, inter alia, developers and users who should see the process together in the same way from the planning process to the implementation stage. If any player is left out at any one stage then the orientation differs and implementation fails. This study hinges on the aspect of users who include school leadership. These are the perceived drivers in the implementation of the new curriculum. The process of curriculum implementation requires school leadership to possess craft literacy and craft competence. Craft literacy in this case refers to the ability by school leadership to translate and interpret content in context correctly, understanding requirements, understanding procedures, understanding what is expected of you, understanding what to do and evaluating and analysing processes. Craft competence refers to the ability by school leadership to conceptualise successful and effective models of implementation by knowing what action to take, knowing how to go about following procedures, putting plans in place, knowing how to implement and knowing the

processes and knowing what to evaluate and what to analyse (Nyoni, 2007).

For effective curriculum implementation, quite a number of variables have a role to play. It is argued in theory and practice that for effective implementation of any curriculum to take place, there are five critical variables that have to be considered (Brynard, 2005, p. 13-21). The five variables which shape the directions of implementation are *content, context, commitment, capacity* and *clients and outside coalitions*. These are the fountain pillars when implementing a new curriculum and it is relevant to closely look at these variables in studies that deal with curriculum change and implementation. This study deals with impediments in the implementation of the new curriculum in Zimbabwe in the eyes of primary school leadership.

5.1 Content

The first crucial variable is the *content*. Curriculum determines the content that is learnt because it spells out all the matter that must be taught. Brynard (2005) notes that the content of a programme or policy is vital with regard to what it spells out as the means that it will employ in order to achieve its objectives. Based on the above exposition, it shows that the role of the content of a programme is to bring out its objectives and specific ways of how to achieve the agreed outcomes. In the context of the Zimbabwean curriculum, there is a glaring lack of implementation guide as evidenced by the lukewarm approach where the education authorities seem to shift the burden to school leadership to run their own schools without getting relevant textbooks from the government. Syllabuses are general guide which can be interpreted differently in different schools. Lack of specified content thus renders it difficult for school leadership to help teachers on the content to be taught at each specified grade level.

5.2 Context

The second crucial variable is *context*. Rogan and Grayson (2003:1175) hold the view that the process of change is context-specific, hence implementation must take into account the context of a particular school with regard to its teachers, learners, leadership and environment. The same view is echoed by Berman (1980) & O'Toole (1986) cited by Brynard (2005:17) who also proclaim that "a context-free theory of implementation is not likely to produce powerful explanations or accurate predictions." To that effect, implementation of a curriculum depends on the context it is given by school leadership in a particular school. Some schools are in deprived contexts and find it very difficult to procure relevant and adequate resource materials like computers, computer laboratories, among others. Where there is no option to take, school leadership will sit back waiting for the government to bring in such resources because some communities cannot manage to buy such gargets and also to construct laboratories so required.

5.3 Commitment

The third variable is that of *commitment*. Effective implementation of the curriculum demands high level of commitment by school leadership. It is the responsibility of school leadership to engage the various stakeholders in the provision of buildings like classrooms, laboratories, dormitories, playground, among others. There is need for school leadership to get political will, government support, institutional support and total commitment by implementers of the curriculum, like teachers, in order to achieve its objectives. Brynard (2005) summarises the thinking on

the significance of commitment by saying that firstly, commitment is important at all levels through which policy passes. Secondly, that commitment will be influenced by and will influence all the other variables. In the light of what has been said with regards to commitment and in the context of this study, if school leadership is unwilling or unable, then little will happen (Brynard, 2005:18).

5.4 Capacity

Brynard (2005) further notes that *capacity* is the fourth variable. The issue of having school leadership with the capacity to implement the curriculum is critical through providing adequate resources. We need not have many learners who come to learn very little or nothing at all due to lack of leadership capacity. School leadership has the role to play in capacitating the whole spectrum of the curriculum implementers. The explanation of implementation capacity is viewed as the availability of and access to human, financial, material, technological and logistical resources (Nafungo, 2015). Failure to secure those resources is tantamount to implementation failure. It is further argued that that there are also the intangible requirements which are critical for transforming rhetoric into action, for example, leadership, motivation, willingness and endurance. When school leaders are equipped with craft competency, they have the implementation capacity which will enable them to be in a position to bring about the required results in providing the services required.

5.5 Clients and outside coalitions

Clients and the outside community are of importance for effective implementation of curriculum. The support of *clients and outside coalitions* is the final critical variable. Elmore in (Brynard, 2005:20) explains that implementation is affected by the formation of local coalitions of individuals who are affected by the policy. If teachers collaborate among themselves with the support of the school leadership, parents, among others, they will be empowered with the capacity to improve practice in the implementation of the curriculum (Sergiovanni, 2005:298).

It is crucial to identify both local and outside stakeholders in order to garner their support. The stakeholders include, inter alia; district schools' inspectors and local school communities. The schools' inspectors, who are responsible for a cluster of schools in a given District within Zimbabwe's ten Education Provinces, are capable of influencing change since they are government representatives at district level. Local school communities are important stakeholders as they are capable of providing adequate resources. Effective school leadership has to connect all these stakeholders so that they operate as a system for effective implementation of the new curriculum. Literature has demonstrated that it is imperative that implementers pay particular attention to all the critical variables that are cited above to guard against implementation failure.

6 KEY FACETS FOR IMPLEMENTATION OF A NEW CURRICULUM

At this point it is imperative that i look at the key facets for the implementation of a new curriculum.



(Adapted from Duran, Hepburn, Irvine, Kaufmann, Anthony, Horen and Perry, 2009:45**)**

Of importance is that the authors cited above point to the need for strong leadership to act as the driver for effective curriculum implementation. All the other factors pointed here are controlled and manipulated by leadership.

7 THEORETICAL FRAMEWORKS

With Zimbabwean educational system, curriculum changes are initiated and dictated from the government and then carried out in the schools with school leadership at the helm of the implementation process. In this section I look at the theories that undergirded the study. The two theories are transformational leadership theory and the collaborative leadership theory. These two theories complement one another.

8 TRANSFORMATIONAL LEADERSHIP THEORY IN EDUCATION

Transformative leadership is one such style that can produce positive results within an organization. Research on school reforms show that highly successful reforms are often led by school leadership with the transformative leadership style (Bass & Avolio, 1994). School leaders who employ the characteristics of transformative leadership are viewed as those who:

- Stimulate interest among colleagues and followers to view their work from new perspectives
- Generate awareness of the mission or vision of the team and that of the organization
- Develop colleagues and followers to higher levels of ability and potential; and
- Motivate colleagues and followers to look beyond their own interests

> towards those that will benefit the group (Bass & Avolio, 1994, p.2)

Bass & Avolio (1994) further advance the argument that transformational leaders exhibit at least one of the following specific traits, also known as the *Four Is*:

- Idealized influence: set side their own agendas and are highly professional;
- Inspirational motivation: the organization has a clear view of the tasks ahead;
- Intellectual stimulation: values multiple perspectives and new ideas without negative feedback; and
- Individualized consideration: trusts their team to carry out assigned tasks and duties without micro-managing the process (Bass & Avolio, 1994, p. 3).

Quite a number of researchers have further developed the original works of Bass & Avolio (1994) and now identify additional aspects of transformational leadership in the light of school reform efforts (Leithwood & Jantzi, 2000; Jantzi & Steinbach, 1999; Oslen & Chrispeels, 2009). The additional aspects they bring forth include, inter alia (a) building a school vision, (b) garnering commitment through shared goals, (c) high performance expectations, (d) modeling best practices and important organizational values, (e) providing individualized support, (f) providing intellectual stimulation, (g) building a productive school culture, and (h) establishing structures to foster participation in decision making (Oslen & Chrispeels, 2009, p. 385). Marks and Printy (2003) strongly suggest that transformational leadership is most needed when schools are undergoing significant change or reform. This is the case with the Zimbabwean school curriculum which is undergoing an over whole review. Transformational leadership can thus become the key that unlocks the capabilities of people to work towards effective curriculum implementation (Leithwood, Harris & Hopkins, 2008, p. 29) and has the most potential of helping an organization move forward towards successful change/ implementation efforts (Kirby, Paradise & King, 1992). Each participant then has to be nurtured (Kirby, et al, 1992) so that they are capable of meeting the implementation challenges and capable of doing the expected (Bass & Avolio, 1994).

9 COLLABORATIVE LEADERSHIP IN EDUCATION

Connected to transformational leadership in curriculum implementation is collaborative leadership in education. There are three distinct segments in collaborative leadership which include, among others, shared school governance, collaborative decisions and broad participation in efforts to evaluate the school's academic development (Hallinger, 2004; Heck and Hallinger, 2010). Collaborative leadership goes beyond transformational leadership in that the shared reform efforts target specifically at improving academic outcomes (Hallinger & Heck, 2010b). Collaborative leadership brings together all the key stakeholders in the decision making process and every one is responsible for the academic outcomes (Hallinger, & Heck, 2010a).

10 LITERATURE

Implementation of a curriculum policy on its own is a complex task that demands craftiness by those who are charged with that responsibility. Literature points to the fact that:

> There is broad agreement that implementation is a decidedly complex endeavour, more complex than the policies,

> programmes, procedures, techniques, or technologies that are the subject of the implementation efforts (Fixsen, Naoom, Blase, Friedman & Wallace, 2005, p. 2).

Talented leadership is therefore needed in schools so that what is complex can be made simple for effective implementation.

Heck & Hallinger (2010) conducted a study which examined effectiveness of collaborative leadership in school reforms and found out that it brings stakeholders together within the school community in order to accomplish needed changes. In the same vein, Hockett (2015) carried out a study to examine the role of the principal in the successes and challenges of the implementing a new secondary school curriculum in Kenya. They found out that for the school with the highest level of implementation the principal's leadership role was a key factor in the transformational efforts and the deep systematic changes in the school. It was also found out that principals who motivated teachers made teachers invest their efforts and time in effective implementation of the curriculum.

Fullan (2001) maintains that principals are indeed integral to change efforts within schools. In the same vein, it is argued that leadership not only matters…the impact of leadership tends to be greatest in schools where the learning needs of students are most acute (Lithwood, Seashore-Louis, Anderson and Wahlstrom, 2004). There is a wealth of evidence to suggest that the quality of leadership positively enhances teaching and learning (Harris, 2004). There is not a single documented case of a school successfully turning around its pupil achievement trajectory in the absence of talented leadership. One explanation for this is that leadership serves as a catalyst for unleashing the potential capacities that already exist in the organization (Leithwood et al, 2008).

11 RESEARCH METHODOLOGY

The study was qualitative and was conducted in Masvingo province to investigate school leadership challenges in implementing the new curriculum. Approval letters to conduct the study were obtained in advance. In view of the unexplored nature of the research issue in this specific province of Zimbabwe and the associated complexity and sensitivity, a qualitative exploratory study was designed using semi-structured interviews and focus group discussions to seek views and perspectives of school leadership. A qualitative approach is often suitable when trying to understand the way in which participants make sense of a particular phenomenon, which in this case were the school leadership challenges in curriculum implementation in schools in Masvingo province.

12 FINDINGS AND DISCUSSION

12.1 We need effective school leadership for uncertain times

P1: These are uncertain times where we need re-tooled school leadership to clear misunderstandings teachers have on how to implement the curriculum.

P2: "What is troubling is that there is confusion and lack of clarity from Zimsec on the syllabi. Taking an example from the Geography examinations of 2018, even teachers were at sea in terms of what areas the students were going to be examined on, so the students just became guinea pigs".

P3: "Inadequate resources have been allocated to the education sector, it looks like it is not a government priority"

P4: "The major problems that come with the new curriculum are that there was inadequate consultation before its introduction.

P5: I find it very difficult to go and supervise lessons for things that I am not sure of as well, as head

The findings are pointing to the need for school leadership to create constancy of purpose in order to be effective in curriculum implementation. In one of his principles Deming highlights that leadership should create constancy of purpose for continual improvement of products and service …allocating resources to provide for long-range needs rather than short-term profitability, with a plan to become competitive, to stay in business, and to provide jobs. Deming advances the argument that doing your best is not good enough. You have to know what to do. Then do your best (Deming as cited in Neave, 2012). School leadership should not go about saying they are doing their best but should really know what they are doing and then do their best to ensure effective implementation of the curriculum.

12.2 School leadership is suffering from multiple meanings and conceptual complexity of the new curriculum

P1: I do not seem to follow the new learning areas that are being proposed

P2: It is not easy to interpret whatever has been given and you wonder how one can speak about the new matter with confidence.

P3: The whole truth lies on issues of correct interpretation. We needed to be given the depth and breadth of it to avoid guess work

It is noted that the fundamental human quest is the search for meaning and the basic capacity for this search is experienced in the …process of interpretation of the text (Macdonald as cited in Slattery, 2006). True search of meaning brings about the vision of what and how to implement. Lack of proper interpretation of texts might lead to lip service in the process of new curriculum implementation. The problem of how to improve teaching and learning has bothered educators at least since the inception of modern schools (Mitchell & Sackney, 2015). It is the responsibility of school leadership to clear the path for teachers and remove stumps and blocks that hinder effective implementation of the curriculum.

12.3 School leadership that fails to retrain teachers

P1: School leadership has not retrained teachers sufficiently to teach and handle the new curriculum with ease.

P2: Learning areas that have been introduced are just new to most teachers and this requires serious induction of programmes by school leadership.

P3: Some kind of new orientation is required but school leadership is not geared towards that.

Teachers are revealing their doubts, anxieties and difficulties in implementing the new curriculum. The practice of curriculum implementation requires continuous sharpening of pedagogical and didactic skills. For effective implementation, Deming advises that school leadership should institute training on the job. School leaders have to institute modern methods of training on and for the job, including deputy heads and senior teachers, to make better use of all staff (Deming as cited in Neave, 2012). Deming

further argues that teachers require new skills to keep up with changes in materials, methods, design, machinery, techniques, and service, among others. It is argued that:

> It is simply unrealistic to expect that introducing reforms … in a situation which is not basically organised to engage in change will do anything but give reform a bad name (Fullan, 1993, p. 4).

The playfield for change has to be level so that implementers do not face any hindrances. The net effect of lack of teacher orientation is implementation failure.

12.4 Lack of knowledge of the internal efficiency in curriculum implementation

P1: Our school leaders have not ordered adequate text books for use in the teaching and learning.

P2: Most teachers are just at sea in terms of what to teach and this is quite a serious drawback.

P3: The new textbooks have not been produced in adequate quantities for the teachers and learners. The introduction of a new curriculum has to be a holistic programme with all factors considered before it is implemented.

P4: We lack the basic materials to use in the implementation process and this is a challenge

P5:The teacher pupil ratio is just abnormal and teachers find it difficult to effectively implement the curriculum in such a scenario

School leadership has an important role in improving the learning capacity of learners, because they coordinate teachers in setting standards teaching the curriculum in relevant way, and providing additional support (Susy, 2008). Textbooks form a critical mass of the internal efficiency during implementation of a curriculum. Internal efficiency refers to the links between educational inputs (such as teachers, text books) and learning achievements (Human Development in South Asia (Haq and Haq, 1998). It is the responsibility of school leadership to ensure that the learner-textbook ratio enhances effective implementation of the curriculum. While Deming advises that teachers should do it right the first time and aim at zero defects in curriculum implementation but he raises critical questions. The first question relates to how anybody can do it right the first time if he/she is given neither the time nor the materials or equipment to make it feasible? The second question relates to how one can produce zero defects if what he gets to work on is already defective? (Deming as cited in Neave, 2012).

12.5 School leadership faces resistance from both teachers and parents

P1: There is a lot of resistance from both teachers and parents and school leadership cannot walk the journey without the support of these others.

P2: Teachers in particular have no mental pictures of what to teach in the new curriculum.

P3: Parents see this in the context of paying more money to buy new textbooks, new teaching and learning materials, among others.

P4: There is strong need for school leadership to get a buy in from teachers and other stakeholders

Resistance to change could be emanating from fear of loss of power, dominance and influence, which is called **loss**

of 'turf' (Gordon, 1998, p.20) in the scholarship of leadership and management. Both teachers and parents have been used to some way of doing things which is now changing due to the coming in of the new curriculum. Such change is normally resisted. Teachers are the key drivers in the implementation of any new curriculum. Their calculated participation might mean minimal effort or even zero input into the process. It is argued that three major influences of curriculum change include external influences, organizational influences and internal influences (Stark & Lattuca, 1997, p.331). It is necessary for school leadership to understand these influences since school leaders are the torch bearers in the implementation of the new curriculum.

12.6 School leadership finds the curriculum as overloaded

P1: While it is good to have a change in the curriculum but it is highly overloaded

P2: Even the ECD learners are expected to spend the whole day learning and this is questionable

P3: The psychology of learning requires that learners need not to be overloaded so that they grasp concepts easily but to our surprise the new curriculum does not give rest to teachers and learners

P4: This is not a simple change, it is really complex in that lots of learning areas have been introduced which make it difficult to understand where to start from and what to do next

P5: Each learner is expected to do a project and a task in every learning area and this is really an overload

The idea of overloading the curriculum is a hindrance to school leadership to make effective implementation of the new curriculum. It is not a simple change in any case. It is argued that change is at once simple and complex (Fullan, 1985, p. 391). Orchestrating change effectively requires small doses and if the curriculum is overloaded then implementation fails. A lot of motivation is needed to enable teachers to see implementation in a simpler way (Adair, 2006).

12.7 Lack of clarity of goals of the new curriculum

P1: The goals of the new curriculum are not very clear to many of us

P2: I find it very difficult even to think of what is to be achieved by this new curriculum.

P3: I wonder whether these learners would fit in other countries with their knowledge of these mass displays. What really are we supposed to produce?

The issue of lack of clarity of the new curriculum is being pointed to as a hindrance to effective curriculum implementation affecting school leadership. Miles and Louis (1990, p. 58) point to the need "for action images of what to do to get there". Vague goals may make it difficult for effective implementation of the new curriculum.

12.8 Lack of literacy to supervise some of the newly introduced learning areas

P1: There are quite a number of new areas that have been introduced in this new curriculum and you know what, I have never met such content before

P2: It requires a lot of knowledge of supervision to meet the demands of effectively supervising this new curriculum

P3: Some of us have never done supervision as a course and its really taxing to cope with these requirements

The above participants seem to be pointing to lack of the 'art' or expertise in supervising the new curriculum. Supervision of educational personnel is the fountain upon which effective curriculum implementation is based and requires connoisseurship or some art for it to be effective. Supervision is a process of facilitating the professional growth of a teacher, primarily by giving the teacher feedback about classroom interactions and helping the teacher make use of that feedback in order to make teaching and implementation more effective. Connoisseurship is a concept founded by Eisner who proposes that educators like critics of the arts, bring their expertise to bear in evaluating the quality of education (Eisner, 1998, p. 63). The word connoisseurship comes from the Latin *cognoscere*, to know (Eisner, 1998, p. 6). It involves the ability to see, not merely to look. To do this we have to develop the ability to name and appreciate the different dimensions of situations and experiences, and the way they relate one to another. We have to be able to draw upon, and make use of, a wide array of information. We also have to place our experiences and understandings in a wider context, and connect them with our values and commitments. The bringing together of the different elements into a whole involves artistry (Barone, 2010).

12.9 School leadership lacks accountability

There is a tendency by school leadership not to be accountable to the implementation process. When they are dealing with these issues with parents at meetings, teachers are not invited to share their concerns with the funders of the programmes.

P1: School leadership is not emphasising on scaling-up programmes to make them realistic on the ground

P2: I do not see their level of commitment on funding of specific programmes

P3: Programmes like No Child Left Behind, Early Reading Initiative, Performance Lag Address Programme, among others, are now just being ignored

Scholars have noted high stakes of accountability era among implementers of curriculum policies in several districts. To that end, Jacobsen & Young (2013) advanced the argument that many there is need to consider the politics of accountability among policy implementers for its effective implementation. This is in line with Anderson's (1975, p.79)'s observation that "policy is made as it is being administered". At the helm of policy administration is the school leadership. Young & Lewis (2015) also highlight that it is the responsibility of those at the helm of policy implementation to see "what works".

The complexity of managing the old curriculum and the new curriculum at the same time

P1: The coming in of the new curriculum did not mean the end of the old curriculum. School leadership are in a dilemma of how to manage two types of curricula at the same time.

P2; The changes are rather too revolutionary and revolutionary changes require a lot commitment and resources and in our case these are not available.

School leadership is at the helm of curriculum management. Positive leadership should recognise that its role is to steer their school on a positive course through the sea of change ((Everand, Morris and Wilson, 2004). Curriculum management is an academic leadership, instructional leadership of the core business of the school, teaching and learning process. It requires literacy in

interpretation and execution of the curriculum policy statement. Implementation does not simply involve following a set of curriculum instructions or replacing "old" practice with "new" practice but is a process of fashioning the curriculum in such a way that it becomes part of the teacher's way of being (Valero and Skovsmore, 2002, p. 3).

13 CONCLUSIONS AND RECOMMENDATIONS

School leadership is the major change agent in curriculum change and implementation and should be responsible for ensuring that effective curriculum implementation is taking place in their schools. For school leadership to be able to do that, they need to be well versed in curriculum matters so as to offer proper supervision and guidance. Schools with leaders that have limited knowledge are at a challenge. Problems of ineffective curriculum implementation are still being experienced due to lack of orientation of the new curriculum content and it calls for several workshops for professional development by key stakeholders like school leadership. Capacitating of critical stakeholders should be the key if implementation is to be done with fidelity. There is need for school leadership to establish small curriculum advisory committees and these committees would table implementation strategies for discussion to the whole staff. Well structured discussions at staff meetings are also critical based on the understanding that the basis of the discussion is to suggest what can be done within the constraints rather than to raise complaints about implementation. In order to improve efficiency of school leadership, it is important to adopt and emphasize on decentralized system. School level decentralized system is believed to improve schooling efficiency. It is also critical for school leaders themselves to concentrate on establishing more knowledge about the complex interactions in the process of curriculum implementation.

14 REFERENCES

Adair, J. (2006). *Leadership and motivation.* USA. Kogan Page Ltd.

American Institute for Research (AIR) (2016). *Concerns-based adoption model (CBAM).* Retrieved from www.sedl.org/cabm/

Anderson, J. E. (1975). *Public Policy-Making*, New York: Praeger.

Atkinson, N. D. (1972). *Teaching Rhodesians: a history of educational policy in Rhodesia.* London: Longmans.

Barone, T. (2010). Educational Connoisseurship In C. Kridel, *Encyclopedia of Curriculum Studies*. SAGE Publications

Bass, B. M., & Avolio, B. J. (Eds.) (1994). *Improving organizational effectiveness through transformational leadership*. Thousand Oaks, CA: Sage.

Bennett N, Crawford, M. and Cartwright, M. (2003). Introduction. In: Bennett N, Crawford M and Cartwright M (eds) *Effective Educational Leadership*. London: Paul Chapman, pp. ix–xvi.

Berman, P. (1980). "Thinking about programmed and adaptive implementation : matching strategies to situations." In Ingram, H.M. and Mann, D.E. (Eds) 1980. **Why policies succeed or fail.** Beverley Hills : Sage.

Blake, R. R. & Mouton, J. S. (1985). *The Managerial grid 111.: A new look at the classic that boosted productivity and profits for thousands of corporations worldwide*. Houston, TX: Gulf.

Brynard, P. A. (2005). *Policy Implementation: Lessons for Service Delivery*. African Association for Public Administration and Management 27th AAPAM Annual Round Table Conference, Zambezi Sun Hotel, Livingstone, Zambia. 5th – 9th December.

Darling-Hammond, L. (2010). *The Flat World and Education: How America's Commitment to Equity will Determine our Future.* New York: Teachers College Press.

Duran, F., Hepburn, K., Irvine, M., Kaufmann, R., Anthony, B., Horen, N. and Perry, D. (2009). *What works? A Study of Effective Early Childhood Mental Health Consultation Programs*. Washington, DC: Georgetown University Centre for Child and Human Development. www.gucchd.georgetown.edu/78358.html

Eisner, E. W. (1998). *The enlightened eye: qualitative inquiry and the enhancement of educational practice.* Upper Saddle River, N.J: Merrill.

Everand, K. B., Morris, G. and Wilson, I. (2004). *Effective School Management.* 4th Ed. London. Paul Chapman Publishing.

Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation Research: A Synthesis of the Literature.* Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).

Fullan, M. & Pomfret, A. (1975). *Review of research on curriculum implementation. Unpublished manuscript,* Ontario Institute for Studies in Education, Toronto.

Fullan, M. (1985). Change processes and strategies at the local level. *The Elementary School Journal.* 85 (3) 391-420.

Fullan, M. (1993). *Change forces: Probing the depths of educational reform.* New York: Falmer Press.

Fullan, M. (2001). *Leading in a culture of change*. San Francisco, CA: Jossey-Bass.

Galabawa, J. C. J. (2003). Enhancing Efficiency, Improving Quality and Relevance. Paper Prepared for the Kenya National Conference on Education, at Kenyatta I nternational Conference Centre 27th -29th November, 2003, Nairobi.

Goodyear, R. (1992). The in-service education of teachers: a review of policy, control and balance. *British Journal of Educational Studies*, 40 (4).

Gordon, R. (1998). *Readings in Sociology of Education.* Vol. 2. Educational Foundations Department, Harare, University of Zimbabwe.

Government of Zimbabwe (1999). *Report on the Presidential Commission of Inquiry into Education and Training.* Harare, Government Printers.

Hallinger, P. (2004). Meeting the challenges of cultural leadership: The changing role of principals in Thailand. Discourse: *Studies in the Cultural Politics of Education,* 25(1), 61–73. doi:10.1080=0159630042000178482

Hallinger, P. (2016). Bringing context out of the shadows of leadership. *Educational Management Administration & Leadership*, *46*, 5-24.

Hallinger, P. (2017). Surfacing a hidden literature: A systematic review of research on educational leadership and management in Africa. *Educational Management Administration and Leadership*, *46*, 362-384.

Hallinger, P., & Bryant, D. A. (2013). Accelerating knowledge production on educational leadership and management in East Asia: A strategic analysis. *School Leadership & Management*, *33*, 202-223.

Hallinger, P., & Hammad, W. (2017). Knowledge production on educational leadership and management in Arab societies: A systematic review of research. *Educational Management Administration & Leadership*. doi:10.1177/1741143217717280

Hallinger, P., & Heck, R. H. (2010a). Leadership for learning: Does collaborative leadership make a difference in school improvement? *Educational Management Administration & Leadership,* 38(6), 654–678.

Hallinger, P., & Heck, R. H. (2010b). Collaborative leadership and school improvement: Understanding the impact on school capacity and student learning. *School Leadership & Management: Formerly School Organisation,* 30(2), 95– 110. doi:10.1080=13632431003663214

Hallinger, P., Lee, M., & Walker, A. (2011). Program transition challenges in International Baccalaureate schools. *Journal of Research in International Education*, *10*, 123-136.

Hammad, W. & Shah, S. (2018). Dissonance Between the "International" and the Conservative "National": Challenges Facing School Leaders in International Schools in Saudi Arabia. *Educational Administration Quarterly*, 54(5) 747– 780.

Haq, M. and Haq, K. (1998). *Efficiency of educational spending*. In Human Development in South Asia. Dhaka: The University Limited.

Harris, A. (2004). Leading from the chalk face: An overview of school leadership. *Leadership Journal,* 1 (1) 74-83.

Heck, R. H., & Hallinger, P. (2010). Collaborative leadership effects on school improvement: Integrating unidirectional- and reciprocal-effects models. *The Elementary School Journal,* 111(2), 226–252. doi:10.1086=656299

Hockett, E. (2015). Kenya Quaker Secondary School Peace Curriculum Pilot Project: Examining the Role of the Principal in the Successes and Challenges of the Implementation. Journal of Research on Christian Education, 24 (2) 125-143.

Jacobsen, R., & Young, T. V. (2013). The new politics of accountability:

Research in retrospect and prospect. *Educational Policy*, *27*(2), 155-169. doi:10.1177/0895904813478164

Keung, E. K., & Rockinson-Szapkiw, A. J. (2013). The relationship between transformational leadership and cultural intelligence. *Journal of Educational Administration*, *51*, 836-854. doi:10.1108/JEA-04-2012-0049

Kirby, P. C., Paradise, L. V., & King, M. I. (1992). Extraordinary leaders in education: Understanding transformational leadership. *Journal of Educational Research*, 85(5), 303–311. doi:10.1080=00220671.1992.9941130

Leithwood, K., Harris, A., & Hopkins, D. (2008). Seven strong claims about successful school leadership. *School Leadership & Management: Formerly School Organisation*, 28(1), 27–42. doi:10.1080=13632430701800060

Leithwood, K., & Jantzi, D. (2000). The effects of transformational leadership on organizational conditions and student engagement with schools. *Journal of Educational Administration*, 38(2), 112–129. doi:10.1108=09578230010320064

Leithwood, K., Seashore-Lewis, K., Anderson, S. and Wahlstrom, K. (2004). *How leadership influences student learning*. New York, The Wallace Foundation.

Leithwood, K., Jantzi, D., & Steinbach, R. (1999). *Changing leadership for changing times.* London, UK: Open University Press.

Lochner, B., Conrad, R. & Graham, E. (2015). Secondary teachers' concerns in adopting learning management systems: A US perspective. *TechTrends: Linking Research and Practice to Improve Learning, 59 (5), 62-70.* doi:10.1007/s11528-015-0892-4

Marks, H. M., & Printy, S. M. (2003). Principal leadership and school performance: An integration of transformational and instructional leadership. *Educational Administration Quarterly*, 39, 370–397. doi: 10.1177=0013161x03253412

Miles, M. & Louis, K. (1990). Mustering the will and skill for change. *Educational Leadership.* 47 (8).

Ministry of Primary and Secondary Education (2013). *Curriculum Framework for Primary and Secondary Education.* Curriculum Development Unit. Harare.

Mitchell, C. & Sackney, L. (2015). School Improvement in High-capacity Schools: Educational Leadership and Living-systems Ontology. *Educational Management Administration & Leadership* 1–16.

Mutumbuka, D. (1978). *Foundations of a new mentality. In: Ministry of Education (Ed.): Zimbabwe Foundation for Education With Production Pamberi ne Education: New Directions for Zimbabwean Schools*. Harare: ZIMFEP, pp. 19-21.

Nafungo, J. (2015). Factors Influencing the Implementation of Quality Early Childhood Development Programmes in Kenya's Informal Settlements: A case of Kireba Slums

in Nairobi County, Kenya. An Unpublished Master of Arts Dissertation of the University of Nairobi.

Neave, H.R. (2012). Deming's 14 Points for Management: Framework for Success: *Journal of the Royal Statistical Society. Series D (The Statistician),* 36 (5) 561-570. Special Issue: Industry, Quality and Statistics, Blackwell Publishing.

Nyoni, J. (2007). School admissions and principals' craft-competency and craft-literacy in case law Compliance. **Magister Educationis** In EDUCATION MANAGEMENT, LAW AND POLICY: Department of Education Management and Policy Studies, Faculty of Education University of Pretoria, SOUTH AFRICA.

October, S. G. (2009). *The principal as curriculum leader during a time of educational change.* Cape Town: University of Stellenbosch.

Olsen, E. M., & Chrispeels, J. H. (2009). A pathway forward to school change: leading together and achieving goals. *Leadership and Policy in Schools*, 8, 380–410. doi: 10.1080=15700760802663476

Pinar, W.F. (2012). *What Is Curriculum Theory?*, 2nd edn. London: Routledge.

Polikoff, M.S. & Porter, A.C. (2014). Instructional alignment as a measure of teacher quality. *Educational Evaluation and Policy Analysis, 36 (4), 399-416.* doi: 10.3102/016237314531851

Rutherford, W.L. (1985). School principals as effective leaders. *Phi Delta Kappan*, 67, 31-34.

Sergiovanni, T.J. (2005). Organization, Market and Community as Strategies for Change: What Works Best for Deep Changes in Schools. In A. Hargreaves (Ed). Extending Educational Change.*International Handbook of Educational Change.* Netherlands: Springer.

Shizha, E. and Karivo, M. T. (2011). *Education and Development in Zimbabwe: A Social, Political and Economic Analysis.* Rotterdam: Sense Publishers.

Simkins, T. (2005). Leadership in education "what works" or "what makes sense"? *Educational Management Administration & Leadership*, *33*, 9-26.

Slattery, P. (2006). *Curriculum Development in the Post Modern Era*. Routledge, London

Stark, J. S. & Lattuka, L.R. (1997). *Shaping the college curriculum: Academic plans in action*. Needham Heights, M.A: Allan and Bacon.

Susy N darhutse (2008). *Grade Repetition in Primary Schools in sub- Saharan Africa: An evidence base for change***.**Retrieved 10 Nov 2010, http:// www.cfbt.com.

Valero & Skovsmose, O. (2002). *Proceedings of the 3rd International MES Conference Copenhagen: Centre for Research in Learning Mathematics.* Available (Online) at: www.nmmu.ac/za/Robert/fslide4.htm.

Walker, A., & Cheong, Y. C. (2009). Leading international primary schools: An integrative agenda for building understanding. *International Studies in Educational Administration, 37*(1), 43-59.

Wiles, J. W. & Bondi, J. C. (2014). *Curriculum development: A guide to practice* 9th Ed Boston, MA: Pearson.

Young, T. & Lewis, W. D. (2015). Educational Policy Implementation Revisited. *Educational Policy,* 29 (1) 3-17.