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**The Role of the Primary School Teacher in Curriculum Development :
A Study of the Scottish and Zimbabwean Practice.**

By

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the one hand, and on the other seeing society as the centre, the need to equip the pupil for social services as workman and citizen. (Gatherer 1989:6)

Gatherer says that in the 1940s, the Advisory Council looked at the chief aim of education as "to foster the full and harmonious development of the individual." This would be achieved by acknowledging the school as an agent of social change and that the state would include change by means of determining content and methods.

In 1965 the Scottish Education Department (SED) made it clear that the teaching methods used must be fitted to the stage of development of the children. This, according to Gatherer (1989) underlies primary education in Scotland :

The task of education is twofold: it must satisfy both the needs of the individual and the requirements of society (Gatherer 1989:7).

The Scottish national curriculum is based on the above aims. Thus, the Scottish Consultative Council on Curriculum (SCCC) is tasked by the Secretary of State for Scotland to develop the curriculum guidelines for Scottish primary schools. It is asked to offer clear and structured advice on the balance and content of the curriculum. It gives curriculum guidelines to local Education Authorities (EAs) and the EAs develop and pass the guidelines to schools. (see Figure 1 on levels of Curriculum Development in Scotland).

The curriculum guidelines form the basis for learning programmes in all subjects English Language, Mathematics, Environmental Studies, Religious

and Moral Education and Expressive Art. When schools receive the guidelines and other policy documents such as "Standard and quality in Scotland", "Talking about schools", "Organisation of resource in primary schools", the headteacher together with members of the managerial team draw up general aims of the school. From these aims they draw up the school curriculum in detail. Each member of staff is given a copy. Descriptions of the school curriculum in the form of brochures are produced for parents and anybody else who may be interested in knowing what is offered at a particular school. An example of a school curriculum for English at one of the schools is attached (see Appendix A).

1.6 Curriculum Management and Implementation in Scottish Schools

From the school curriculum, teachers draw up their forward plans. The format for these differ from school to school (see Appendices B and C). Most schools in Scotland deliver the curriculum through the integrated approach. The extra 20% flexibility time enables teachers to complete some aspects of their projects and when projects are over they use the time in other areas that may need more attention.

1.7 Support Given to Scottish Teachers in the Implementation of the Curriculum

- (a) During the actual delivery of the curriculum, teachers receive help from peripatetic teachers who are specialists in Home Economics, Music, and Expressive Arts.
- (b) The learning support teachers are usually at schools.

They help pupils who have learning difficulties in Mathematics and English.

- (c) Parents are welcome in schools. Some help in organising the materials during the first term in P1 classes. They also help by doing paired reading.
- (d) Supervision or inspection of teachers in Scotland at the moment is done by the HMIs alone.
- (e) Headteachers only observe teachers teaching when they have to write reports for probationers or for a promoted post. They mostly monitor standards by informal observation. Headteachers are at the moment being trained in how to carry out staff appraisal which is due to start.

1.8 Staff Development in Scotland

Primary schools in Scotland have policies on staff development. The SED (1987) gave teachers fifty hours for Planned Activity Time (PAT) and five days for In-School In-Service (ISIS). Of the total time given to teachers, twenty hours are for their personal professional development. Teachers use this time to choose which courses they wish to attend. The headteachers apply to the EA for supply teachers who take over the classes when class teachers are away attending courses. When supply teachers are not available, either the deputy head or the headteacher will teach that class.

1.9 Background to the Situation in Zimbabwe

In Zimbabwe the curriculum is designed and developed by a central control unit called the Curriculum Development Unit (CDU). Senior managers in the unit establish the country's educational goals basing the

ideas from the national policies which are formulated by the cabinet (Zvobgo 1980). After that, subject specialists design the different syllabi and send draft syllabi to randomly selected schools for trialling.

When the CDU team is certain that necessary changes have been made, some of its members mount courses at regional offices to introduce the new syllabi to officers, headteachers and sometimes to a few teachers. Occasionally, similar courses are sometimes held at district levels where some teachers are invited. Later the syllabi are implemented by teachers in schools.

After the attainment of independence by Zimbabwe in 1980 and the pronouncement of free primary education by the then Prime Minister Robert Mugabe, enrolment figures soared from 819,586 pupils in 1979 to 1,715,169 pupils in 1981. This called for more teachers. So by 1990 there was a total of 60,886 of whom 25,047 were untrained and 4,380 were student trainees. These teachers were to teach a total enrolment of 2,119,865. This means that there was a high teacher-pupil ratio. Class enrolment, after independence, was as high as 45 to 50. Although by 1990 the rate had fallen to 40 to 45 pupils in a class, however the fact still remains the same, that class sizes in Zimbabwe are large.

Appendix D shows the number of teachers and their different qualifications. Regardless of the qualifications teachers in Zimbabwe have, they are expected to teach the following subjects Mathematics, English Language, Shona or Ndebele (indigenous languages), Social Studies, Environmental

and Agricultural Science, Religious and Moral Education, Home Economics, Music, Physical Education and Art.

1.10 Curriculum Development and Implementation by Zimbabwean Teachers.

- a) After the syllabuses are sent into schools some schools ask different subject committees to sit down and break down topics in subjects like Social Studies and Art into manageable units. Schools are not allowed to change the content.
- b) Teachers make their schemes of work, based on the information agreed upon by the committees or direct from the syllabuses. Schemes of work are written at the beginning of each term in weekly units.
- c) From schemes of work, lesson plans are drawn up to cover a week's or a day's work depending on what the education officers consider appropriate.
- d) Teachers intending to use child-centred approaches which usually deal with pupils individually or in pairs or in groups but the use of the method is determined by the availability of resources. Because of shortages of text books sometimes three to four (3-4) pupils share a textbook.
- e) Slow learners are given some help. Ordinary class teachers with a minimal training in remedial teaching are assigned to teach slow learners and are exempted from other co-curricular activities.
- f) Because of shortages of resources, teachers provide as much as is needed in teaching and learning materials. They improvise when there is need to. This has a limiting effect on the type of method to use, for it is only through the availability of resources that teachers are able to apply any method of teaching which they may see appropriate.

1.11 Programmes Organised For Curriculum Development

A. Involvement of Subjects Committees .

Although the idea of involving subject committees in various activities was cited above (see 1.9) only a few headteachers know what subject committees are supposed to do.

B. Inspection or Supervision

Neagley and Evans (1990) assert that supervision is also a means of offering teachers specialized help in improving instruction in their classrooms. In Zimbabwe, supervision is carried out by both headteachers and Education Officers. Sometimes, because of the shortage of subsistence money for both transport and accommodation, Education Officers do not visit schools as frequently as they would wish. Regardless of how much some headteachers may want to do supervision, they have classes to teach, so they may not supervise teachers as often as is required. Probationers are supposed to be observed twice per term and established officers once per term.

C. Staff Development

As has been argued above (see 1.9) about qualifications of teachers, it is imperative therefore that teachers in Zimbabwe organise themselves to work together in the development of the curriculum. Bell (1989) makes the same point that for primary school teachers to cope with the increasing demands which are made upon them, they must be able to work as a team and form support groups to work out what it is that they need and want in curriculum development.

Although it is claimed that staff development programmes, are operating in schools, there is no policy governing their operation and their effectiveness depends on the initiative of individual headteachers.

As was pointed out earlier, schools that have subject committees can organise to have staff development meetings on the teaching of certain subjects. Meetings held at school or cluster levels are sometimes held during the afternoons when pupils have gone home. However, for cluster meetings, time for discussions is often limited because teachers spend some time travelling to the intended venues.

For district or circuit level curriculum courses, teachers are exempted from teaching on the day they are to attend the course but this means that the remaining teachers have to share out the pupils and teach them together with their already big classes. There is no provision for supply teachers to replace teachers who go for courses.

1.12 Summary

It is clear that schools in Scotland receive curriculum guidelines while those in Zimbabwe receive the national curriculum. For the Scottish curriculum, Gatherer (1989) points out that although the curriculum is given to schools from the top, it is the school itself which is the most important development agency because it is the teachers who do the all-important final selection of content, methods and values which constitute the curriculum.

In Zimbabwe teachers interpret topics from the syllabuses into manageable units. The fact that teachers in Zimbabwe have various qualifications and that, programmes aimed at helping them develop, are not properly organised emphasizes the importance of studying ways and means of assisting them become better curriculum developers. This project aims to do this through the study of the practice in Scottish schools and through literature review.

SECTION TWO

2. REVIEW OF RELATED LITERATURE

2.1 Overview

This section reviews literature which attempts to answer the research questions raised in section one which relate to the area of study namely the role of the teacher in curriculum development. Definitions of terms which are important to the area of study will be discussed. In trying to answer the research questions the discussion will be held under the following sub headings

- (a) curriculum design and development
- (b) curriculum implementation
- (c) staff development

2.2 Definitions of Key Terms

The terms to be defined are curriculum, curriculum development and syllabus.

(a) Curriculum

Curriculum is a broad term which has a variety of definitions. The different definitions cited here have some significance to the study. To start with, we shall look at a general definition as put by Neagley and Evans (1967) in Stenhouse (1975:4)

" Curriculum is all the planned experiences provided by the school to assist the pupils in attaining the designated learning outcomes."

In an effort to explain what Neagley and Evans say,

Kamunge Report (1988:99) describes the type of learning the learner would experience:

" Curriculum is the sum total of all the learning programmes available to the learner and comprise formal, non-formal and informal education programmes and activities".

Hawes (1979:72)brings in an interesting observation about the nature of the "curriculum" he refers to it as " the official curriculum" and" the actual curriculum". He asserts that the "official curriculum" is what the official plans say should happen in schools and the" actual curriculum" are realities of what schools and teachers plan and provide. From the definitions given, I would come up with my own working definition and say that curriculum "is all the learning pupils experience in or outside the school".

(b) Curriculum development

There is general agreement on what is meant by curriculum development for example (Taba,1962 and Blenkin and Kelly,1983). In this study a convenient definition is produced by Skilbeck (1984);

"Curriculum development is a process of planned and organized change arising from particular environmental or organic conditions , directed towards end-points which may be of great or specific kind and characterized by particular patterns or styles."

(c) Syllabus

People usually confuse syllabus with curriculum. The following definitions will in a way show us what the difference is. Urebvu (1990:3) states that: **"Official curriculum" , what is laid down in the syllabus"...** He implies that a syllabus is a document with the official curriculum . A more precise definition is given by Mbiti (1976:88)

"A syllabus is a written advance arrangement of learning opportunities laid down for a particular class of learners. It breaks down the year's work for each class in every subject into term segments."

I would give my own working definition and say that a syllabus is an official document which shows how a subject for a particular class is laid down.

2.3 Curriculum Design and Development

Although teachers receive the curriculum from some education authority as was observed earlier on, it would be of value to see in general, what authorities say about the design and development of a curriculum focusing on what Scottish and Zimbabwean curriculum developers would follow.

We would consider the model put by Kerr in (Hopper, 1977). The model contains objectives, content, methods and evaluation. Hawes (1979) and Gatawa (1990) describe how the model put forward by Kerr is developed into operation.

Hawes(1979:33) says:

"Curriculum changes and planning necessary to achieve them originate at a number of points: Cabinet, Ministry of Education, in the curriculum project or in the school; yet in every instance six similar processes are involved."

What is of interest to us, is to see whether teachers have any role in any of the steps mentioned by Hawes.

- (a) Gathering basic information about the context in which the changes are to take place and about their feasibility.
- (b) Deciding aims and objectives.
- (c) Planning a strategy for change.
- (d) The process of curriculum development which involves devising the material and trying it out.
- (e) Its final implementation in schools with learners.

(f) At every stage a process of evaluation takes place

Gatawa (1990) says that teachers have a role in "Steps 4, 5 and 6" (see list above).

The steps include trialling and implementation and evaluation. However, in this study evaluation is not included as it is not relevant to the objectives of the study. The study will start by looking at trialling.

a) How teachers can be involved in the trialling stage of the curriculum.

Gatawa (1990) says that schools that are representative of conditions in which the curriculum will be trialled are identified. Draft syllabuses stating goals, approaches and content and trial materials are designed and sent to schools for trialling. Induction courses on materials for teachers, headteachers, education officers and teacher educators are mounted. The results from schools may influence changes in the materials to be produced.

While it may be true that both Scottish and Zimbabwean curriculum development may follow the same process, there is a difference when steps 5 is to be implemented. For Zimbabwe as Zvobgo (1986) says, from the planners the syllabuses go to schools but for Scotland, there is a level of development in between. There are regional EAs who further develop the guidelines to suit local needs and it is from these EAs that the guidelines go to schools. Another thing to note here is the end-product. For Scotland the product are guidelines while for Zimbabwe they are official syllabuses.

From the documents teachers receive, it can be deduced that they operate from different levels. Zimbabwean teachers operate from as Zvobgo (1986 :78) puts it:

"Decisions made have been handed down to them with an almost take it or leave it attitude".

The Scottish teachers, on the other hand, receive guidelines which are not as binding in that they can develop the guidelines and make their own school curriculum.

(c) Teachers' role in curriculum development

2.4. Curriculum Implementation by Teachers.

Curriculum implementation is the process of helping pupils put curriculum into practice. Fullan (1991: 65) sees it as,

and encourages the support of students.

"Implementation consists of the process of putting into practice an idea, program or set of activities and structures new to the people attempting or expected to change".

(d) Evaluation of curriculum implementation

Primary teachers teach all the subjects offered at the school. The duties they perform according to Aziz et al (1991) include:

(a) Lesson Planning and Organisation

- (i) Formats of lesson plans differ from school to school. (ii) They can be called weekly forecasts or forward plans (see Appendix C)
- (iii) When writing lesson notes, teachers are expected to use knowledge which is appropriate to the student experience and interest.

and some of the ways in which they can be used are given in Appendix C.

(b) Teaching Methods and Materials

- (i) Teachers are to provide a number of activities in a particular lesson to make learning more enjoyable and stimulate student motivation to learn.
- (ii) During lessons pupils can participate in activities which include discussion, project work, games, simulations, acting or role play visits and field work.

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(iii) In carrying out these activities teachers use a variety of instruction media and materials. Where materials are not often available teachers can improvise (Mbiti,1988).

(c) Student grouping and classroom organisation

(i) Teachers use small groups, pairs and individualized teaching and at times whole class teaching.

(ii) Opportunities for ability groupings are provided for and classroom organisation need to be flexible to encourage interaction between teachers and students and students to students.

d) Evaluation of Pupil Progress

(i) Evaluation systems need to be formative and diagnostic.

(ii) Different records can be kept. Some schools keep written records while others pass folders of pupils' work to their next teacher (Southworth,1990).

(iii) Using evaluation results help teachers to plan appropriate teaching / learning strategies.

For teachers operating in a system which gives them autonomy, Powell and Solity (1990) say that teachers have considerable autonomy to develop the curriculum content and to determine how to teach it. This agrees with what Gatherer (1989) says is happening Scotland. He says that from the selection of aims and objectives, from the national guidelines, the school staff draws up the content which constitutes the main body of the school curriculum. When aims and objectives are thus formulated the school staff determine the priority given to any subject or activity and the priority area determines the amount of time devoted to it. Teachers select the methods of teaching any subject or skill. Methods used

range from expository lessons, text book exercises or teaching may be through projects, assigned tasks, theme studies and other progressive techniques.

Barker(1988) gives a picture of what happens in Zimbabwe and he says that teachers prepare schemes of work which are drawn up from the syllabuses provided by the Ministry of Education. Schemes of work are written in weekly units for a term. From the schemes teachers write lesson notes. Methods used range from discovery, group work pairwork problem solving and role play.

2.5 The Support Teachers can Have from other People in Curriculum Implementation

The curriculum makes great demands on teachers (Thomas,1990). For that reason teachers need support from various people during their role of implementing the curriculum. Various people can give support to teachers. Among them are headteachers, Education Officers or Inspectors (White,1993), specialists teachers and parents.

(a) Support teachers can get from headteachers

Headteachers are responsible for whatever goes on at school. They see that teachers have all the necessary resources that they need in implementing the curriculum. Kamunge Report (1988: 111) says the same idea:

"Heads of schools are central to the successful management of educational institutions and the implementation of the total curriculum."

Hawes and Stephens (1990:146) say:

"While it is hard to single out any level of administrator as more important than any other in the promotion of quality, there is no denying that school heads are none in importance and infinitely more numerous than all the rest put together."

One might rightly say that quality has to do with what pupils learn, that is curriculum (see 2.2) above. It would be proper, then to see how headteachers support teachers in curriculum development. Neagley and Evans (1980:133) say the leader needs

(a) to strive to create an open climate in which teachers, individually or collectively, feel free to utilize their creative talents and share them with each other.

(b) to work with the staff.....in developing instructional goals.....for the various levels and curriculum areas.

(c) to assume leadership for providing.....a continuous program of curricular improvement.

(d) to assume responsibility for seeing that continuous program of supervision is carried on.

(e) to ascertain the need for instructional staff specialists and to see that their time and talents are used most efficiently.

f) to assume responsibility.....for a continuous program of in-service education for the staff members.

(g) to work with the staff in formulating and executing.....policies.

(h) to see that the necessary facilities, equipment, supplies, books and other learning resources are available when required.

(i) to keep abreast of new educational developments on the local, state and national levels and to inform the staff of them.

From the comprehensive list, it is clear that the head holds the key to the teachers' role in curriculum implementation.

(b) The Support Teachers get through Supervision.

Supervision need not be fault finding instead it has to be as Neagley and Evans (1980:1) say:

"Effective supervision of instruction can improve the quality of teaching and learning in the classroom."

This is supported by Harris (1985) who say that the crucial tasks of supervision are curriculum development, material development and staff-in service education. Mosher and Purpel (1972) consider supervision as teacher development which focuses on the individual teacher and helps him or her develop as a person and as a teacher.

Neagley and Evans (1980:218) say :

"It is generally agreed that the supervisor -teacher relationship should no longer be a superior -inferior relationship but instead a peer-relationship"

Creating this atmosphere enables the teacher to feel free during the supervisory conference for it is through such conferences that the teacher may get the help he or she needs in the implementation of the curriculum.

(c) Assistance Teachers can get from Specialist Teachers and Parents

According to Thomas in Cullingford (1989:56) says:

"Classrooms are already peopled by an increasing number of people playing a variety of roles. ... These colleagues ... are there to help rather than criticize."

Peripatetic teachers do specialized work with individuals or small groups in Music and reading activities. At schools some parents take pupils for paired reading (Topping, 1986). Apart from that they also help during sports and taking care of pupils during educational trips. Arrowsmith (1987/1988:3) says:

"Obviously the value of any type of homework is greatly increased by parental co-operation."

The help parents and peripatetic teachers give to pupils enables the class teachers to implement the curriculum with ease, for some learning difficulties will have been dealt with. This is confirmed by Thomas in Cullingford (1989:57) when he says:

"It is hard to imagine how a teacher can survive without outside help and information."

2.6 Staff Development in Curriculum Related Programmes

a) Rationale for implementing staff development in curriculum development

Saylor et al (1981:101) say:

"Successful implementation of a curriculum requires in-service education of teachers".

Since teachers are the final implementers of the curriculum and from what Saylor et al say, it would be of importance to see what items can be included in such staff development courses.

Greenland (1983) gives a comprehensive list of what curriculum courses contain.

(a) Courses that are in connection with new curriculum or refresher courses.

(b) Courses for planned curriculum change.

- (c) Courses for trialling of instruction materials.
- (d) Courses for dissemination of new curriculum.
- (e) Courses on the teaching method.

This is affirmed by Fullan (1991:132) when he says:

"The more teachers can interact concerning their own practices, the more they will be able to bring about improvements that they themselves identify as necessary."

Neagley and Evans (1980:4) agree to this and say:

"In the modern school system the entire staff should participate in all important decisions, and each professional employee must feel that he or she is part of the team."

Whitaker (1983:43) confirms thus:

"Class teachers ... are best able to identify specific curriculum problems either in terms of standard of work or of curriculum design and content"

According to Whitaker (1983) the decision process which teachers can use in making decisions about the curriculum policy contains the following six elements:

- (a) recognizing the problem
- (b) analysing the problem
- (c) working out alternative solutions
- (d) choosing the best alternative
- (e) implementing the chosen solution
- (f) evaluating its effectiveness

2.7 Policy Making In Curriculum Staff Development

From needs identified and a set of issues that relate to student learning, resource provision and management of the curriculum, the determining of policy on each is necessary (Chapman,1990).

Wideen and Andrew (1987) drew up a list of policies. This includes:

- (a) A policy of support for school improvement.
- (b) A policy of involvement in management and decision-making.
- (c) A policy of encouraging involvement in school based research.
- (d) A policy of encouraging collaboration and team work.

Examples of what may be included for (d) above are:

- (i) shared planning
- (ii) shared evaluation
- (iii) team teaching
- (iv) encouraging ownership of the task or development
- (e) studying each other's performance, using each other for feedback.

2.8 Types of Staff Development.

Teachers can participate in school based and off-site staff development courses (Oldroyd and Hall, 1991). They can do that in committees.

Teachers can be members of a school committee or of a cluster.

A. Duties of School Based Committees

- (a) Create a structure for in-service within a school.
- (b) Identify training needs of individual teachers.
- (c) Keep staff informed of in service opportunities.
- (d) Assist in the monitoring and evaluation of training.
- (e) Liaise with other committees in other schools to ensure that the school benefits from expertise of others.

B. Cluster meetings help teachers to

- (a) share ideas
- (b) Tackle problems

Wider functions of clusters are to

- (i) encourage schools to share resources
 - (ii) share library books, class readers
 - (iii) share Art, Music ,Physical Education computers
- Mark(1987).

2.9 Staff Development Problems and Possible Solutions.

Fullan (1992:97)says:

"Despite the fact that we know a great deal about effective staff development looks like, it is still not well practised".

Dean (1991) observed the same and cautioned saying that it is much more difficult to make a presentation to a group of ones peers than to ones class of children". Ruddock in Dean (1991) suggests a solution. He said that course members would respond to:

- (a) A course which demonstrates that a lot of effort was put into its preparation. Evidence of sound preparation includes appropriate hand outs, overhead projector transparencies, lecture notes and resource materials for discussion.
- (b) A course where the content is thoroughly researched and professionally presented.
- (c) To sessions - which are varied in rhythm and have a range of activity.
- (d) To lectures - if lectures are the appropriate medium - which are lively and provocative and which generate confidence in the speaker.
- (e) To the lectures or presenters' attempts to build in opportunities for discussion.
- (f) To attempts to test theory by reference to practice preferably if the practice can be illustrated from their own classroom.

The above points remind all people who may become resource persons during staff development courses whether be at school, regional or national levels to have the necessary skills and to make provision for the necessary resources.

Courses need funding and to this Hawes (1979) says that many countries realising the need to meet curriculum development demands have increased funding and facilities for courses. In Ghana three former teachers' colleges are devoted to in-service work, in other countries in-service units are attached to colleges and in Botswana "out posts" have been set up in remote areas and the in-service team goes there to mount courses for local teachers. Dean (1991) urges that teachers would give up their weekends provided the place where the course is held is pleasant.

Neagley and Evans (1980) cite a problem that teachers often have, the problem of time. He suggests that since teachers complain about time it would be better to organise courses that are held during the teachers' working hours but have additional personnel who would teach pupils during their absence.

2.10 Summary

It is clear that the extent and nature of teacher involvement in curriculum development varies greatly from system to system. In some cases as in Zimbabwe, the teacher implements the curriculum with no flexibility. In other cases as in Scotland the teacher implements the curriculum with flexibility. Literature also reveals that there is need to revise the way staff development courses are run but at the same time it is gratifying to know that there are suggested ways in which teachers can be involved in order to improve the quality of staff development programmes for their improvement.

SECTION THREE

3. PLANNING AND PROCEDURES

3.1 Overview

Having reviewed the relevant literature in the preceding section, this section will focus on how the project was designed and what factors influenced the research methodology that was decided upon. It will also look into methods of data collection and the research instruments that were used. It will then evaluate the research instruments in the light of this research project.

3.2 Focus of Study

The purpose of the research is to find out how teachers in Scotland and Zimbabwe develop the curriculum. Generally, teachers are implementers of the curriculum but the way they implement the curriculum depends on whether their education system is centrally controlled or less controlled. There was need to collect data from both Scotland and Zimbabwe that could be analysed and compared. The information obtained would then form the basis for discussion.

3.3 Identifying the Data Source

Since the topic focuses on teachers, they became candidates from whom information had to be gathered. Purposive sampling was used for Zimbabwe. Masvingo region was chosen because of its proximity to the researchers residential area so that despatching and collecting of questionnaires to and from schools would be speeded up. The selection of teachers and headteachers in Scotland was through the good relationship the supervisor and course leader has with the schools.

3.4 Methods of Data Collection.

A. Questionnaires

Producing a good questionnaire is not easy (Bell,1987).

I found it to be true. After many attempts of drafting a questionnaire a structured questionnaire was produced and sixteen copies of the questionnaire were posted to Zimbabwe. Sending questionnaires to Zimbabwe by post created a number of anxieties (Macinytre, 1991). Questions of security and meeting the deadline set for handing in the results were a source of worry to the reseacher. However all questionnaires came back by the end of March.

B. Interviews

Interviews schedules can be described as structured , semi- structured or unstructured (Cohen and Manion,1984). The researcher used structured schedule interviews in order to get the required information (Powney and Watt, 1987). Choosing to use interviews for headteachers and teachers in Scotland was because schools were within reach. Interviews have the advantages of adaptability, probing and they allow for follow ups (Bell,1987). These advantages would in a way, allow the researcher to learn more about the Scottish education system. Two headteachers and two teachers were interviewed.

3.5 Evaluation of the Instruments used

The questionnaire was designed before much research on how to produce a good questionnaire was carried out probably a better questionnaire could have been produced. The questionnaire was not piloted owing to pressure of time. If the questionnaire was piloted may be I should have not used the variables that use the point scale. Respondents did not find answering those questions easy.

Critics usually say that interviews may have the bias of race, education social economic status and sex (Powney and Watt,1987). The researcher did not experience any of them. The people interviewed were very accommodating.

SECTION FOUR

4. PRESENTATION AND ANALYSIS OF DATA

4.1 Overview

In this section the writer presents and analyses the information obtained using the research instruments outlined in the previous section. For the instruments used for data collection (see Appendices E for the Zimbabwean questionnaire with responses on it, F for the interview schedule for Scottish primary teachers and G for the interview schedule for Scottish headteachers).

Analysis is based upon the research questions first spelt out in Section 1:

- (a) What roles do teachers play in drawing up the school curriculum ?
- (b) How much autonomy in content and methods does the curriculum give the teacher ?
- (c) How much of the teachers time is taken up;
 - (i) in preparing work schemes and lesson plans ?
 - (ii) in collecting or making teaching or learning aids ?
- (d) What support does the teacher have from other people in developing the curriculum ?
- (e) What staff development programmes are provided to help teachers in curriculum development ?
- (f) What difficulties do teachers commonly experience during staff development and how can they be tackled ?

The research questions come under the subheadings Curriculum Management, Implementation and Staff Development. These are the headings that will be used in the analysis of the data collected.

Sixteen Zimbabwean teachers responded to the questionnaires while two Scottish teachers and two Scottish headteachers were interviewed.

4.2 Curriculum Management and Implementation

Teachers in both countries and Scottish headteachers were asked what documents provide the basis for their teaching. All Zimbabwean teachers said that they use teachers' guides and syllabuses as the basis for their lesson plans. On the other hand the Scottish teachers and headteachers indicated that in drawing up the school curriculum, they use the 5-14 National guidelines and Regional guidelines and other policy documents including "Standard and Quality in Scottish Schools", "Effective Primary Schools", "Talking about Schools and Organisation of Resources in Primary Schools". The respondents indicated that there was consultation of all members of the staff in the drawing up of the school curriculum. One headteacher pointed out that sometimes a questionnaire may be given to the teachers to indicate what they want in the school curriculum. Formulating or drawing up of the school curriculum whose content is subject to teachers' choice is what Gatherer(1989) regards as giving teachers autonomy.

This is different from the practice in Zimbabwe. Teachers can only "arrange the material of the unit (in the syllabus) into suitable series of lessons" (Ministry of Education and Culture, 1985:1).

When asked about the use of 20% flexibility time, the Scottish headteachers and the teachers agreed that they give the time to areas that need attention. In Zimbabwe there is no provision of this sort. If a

teacher uses time from one subject he or she needs to make up for it later (Ministry of Education, 1985).

When they were asked whether they use more time for writing lesson plans or for collecting teaching / learning aids, teachers from both systems agreed that they use most of their time in preparing teaching / learning aids. The difference may be in the type of aids made. Zimbabwe being a developing country, as Mbiti(1988) asserts that, to make up for the lacking teaching material, teachers improvise. The Scottish teacher on the other hand will be preparing work sheets or selecting the appropriate videos for pupils to watch.

When asked which people give help, teachers in Zimbabwe indicated that they get more help from headteachers and other teachers than they get from Education Officers. Education Officers do not visit schools as frequently as they should and so the help they ought to render is not forthcoming.

The headteacher in Zimbabwe gives help by observing teachers teach and then offering suggestions for improvement. Pupils' books and record books are checked to ensure that pupils are taught what has been agreed upon in the schemes of work. The Scottish headteachers indicated that they monitor by "walking around the classroom" and by so doing check on how the curriculum is delivered. They also help by advising teachers if need be after studying forward plans and worksheets. They indicated that they only observe teachers teaching if they are probationers or for promotion post purposes.

The Scottish teachers indicated that they get support from specialist teachers and parents. In Zimbabwe such service is not as pronounced. At schools there are remedial teachers who are ordinary class teachers with a minimal training who help pupils with learning difficulties in English and mathematics.

4.3 Staff Development in Curriculum Related Programmes

When Zimbabwean teachers were asked how often they hold school-based staff development seminars almost all except two indicated that they hold the meetings monthly or once a term. The two indicated that they had not attended any staff-development meeting. The same inconsistency was shown again when asked how often they attend zonal or cluster meetings. This is because there is no specific ruling advising schools what to do. The Ministry of Education (1985:15) states it mildly when it says, "Heads can set up workshops for teachers". The word 'can' gives heads the option to hold staff development courses if they wish to do so. The Scottish teachers indicated that they had the option of choosing what course to attend. This is what the SED (1987) provided for teachers. It gives teachers time for Planned Activity Time (PAT), and five days for In School- In-service (ISIS). The Scottish staff development programme is clearly spelt out and teachers know when and what courses they may attend.

Among those Zimbabwean teachers who said that they hold staff development meetings they agreed that headteachers and subjects committee members lead discussions during curriculum workshops. Letting subject committee members lead curriculum discussions is in agreement with what (Whittaker 1983:43) says:

class teachers are best able to identify specific curriculum problems....where they have special responsibility of a curriculum area.

Asked which of the courses between school-based and neighbourhood, cluster courses, teachers preferred school-based courses. Reasons given were that problems at their schools are unique to them so they could tackle them better. More time would be spent trying to solve the problems that would benefit them (Kelly, 1982). There was a general feeling that neighbourhood courses would be welcomed.

4.4 Staff Development Problems

The problems mentioned by the Zimbabwean respondents for the need of staff development are divided into general ones, problems met during cluster meetings, and problems met at and during district workshops.

4.4.1 Problems in General

- (a) Most courses are held without the necessary resources.**
- (b) Some resource persons are not very knowledgeable in subject matter.**
- (c) Some subjects areas are not included in the discussions.**
- (d) Teachers are not given a chance to choose which courses they may attend.**

4.4.2 Problems to Cluster Meetings

- (a) Sometimes these are arranged after school hours. Some teachers have to walk to the venues which are long distance from their schools and this makes teachers tired and at times there will be little time left for discussions.**

(b) Participants are sometimes not fed and money for transport is sometimes not provided

4.4.3 Problems faced at District Workshops

(a) Sometimes accommodation is not good. Asking teachers to stay over night in cheap and uncomfortable hotels usually discourages some teachers from attending.

(b) Sometimes the food served may not be good.

The Scottish teachers expressed the same sentiments about time. They said meetings held after school find them tired and they may not contribute as much as they should. The fact that supply teachers are not always available prevents some teachers from attending the courses they would have opted for.

4.5 Possible Solutions to Some Staff Development Problems

Likely solutions to the problems experienced in Scotland and Zimbabwe are listed by Ruddock in Dean (1991) as indicated in the Literature Review. The following are suggested solutions to some problems experienced by Zimbabwean teachers. Facilitators should be knowledgeable in their subject areas employing adequate resources to motivate course participants. It would be better to organise cluster seminars such that they do not interfere with the teachers' working hours. In order to have fruitful meetings, it is good to let teachers choose the meetings or seminars they want to attend. Considering that almost half of the Zimbabwean teachers are untrained, the Ministry of Education should finance staff development seminars, for, by being involved in such programmes, teachers gain the

expertise they need in their teaching. If Zimbabwe had Teacher Centres similar to those established in Botswana (Hawes 1979), the problem of accommodation and facilities that teachers face now would be eased.

4.6 Summary

Although there are problems relating to staff development, what can we learn from the findings of this research in general?

It is interesting to note that in both Zimbabwe and Scotland teachers perform similar responsibilities but the way they do so differs according to the educational system. A system like the one in Scotland gives teachers partial autonomy in deciding what to teach. Teachers in Zimbabwe, on the other hand, are more or less controlled by the documents they use.

Staff Development is part of curriculum development for teachers and needs to be well resourced. In the case of Zimbabwe, it would be desirable to be able to develop a policy spelling out how often a school should hold staff development courses and seminars for curriculum development.

SECTION FIVE

5. CONCLUSIONS AND IMPLICATIONS

5.1 Overview

The study focused on the role of the teacher in curriculum development in both the Scottish and Zimbabwean educational systems. The results show similarities and differences which are worth noting.

The role of the teacher when I started the research did not seem as great and important as it in fact proves to be.

5.2 Conclusions

From all the readings, observations and results of interviews and questionnaires analysed in the previous section, a number of conclusions can be drawn.

It was observed that in Zimbabwe teachers use the official syllabuses to get the content which is taught to pupils. Teachers can only break the topics into manageable units and teach in sequence as suggested in both the syllabuses and teachers' guides. This means that the teacher has to teach what is prescribed by the syllabuses and not what both pupils and society need and in so doing their autonomy in choosing what to teach and how to teach it is withdrawn. This is different from what the Scottish teachers can do. From the outset, teachers determine what can be taught at their schools, by being involved in drawing up the school curriculum from the guidelines and policies given to them by the local authorities, the EAs, who modify them to suit the local needs. One would rightly say that the education system in Scotland is less centralised and aims at meeting the needs of both the individual pupil and society (Gatherer, 1989).

Teachers from both systems agreed that they use most of their time collecting and preparing teaching / learning aids. This calls on those who supply schools with resources to ensure that there is adequate supply of teaching materials that would make teachers feel relaxed and concentrate more on the actual teaching rather than worry about resources.

Education Officers are supposed to give curriculum guidance to teachers (Neagley and Evans, 1980) but teachers in both systems indicated that they are not inspected often and it is not surprising to notice that the Zimbabwean questionnaire responses showed that the rate of assistance they give to teachers was regarded lowest in comparison to the rate of assistance they get from both headteachers and other teachers. This is so because teachers seldom meet the Education Officers.

Primary teachers teach all subjects even the subjects they have poor or weak academic background (Kamunge Report, 1988). The Scottish Education system realises this and allows specialists teachers to give extra help to pupils in schools and, at almost every school there is a learning support teacher who gives help to pupils with learning difficulties in Mathematics and English.

Responses on staff development in Zimbabwe showed that teachers hold meetings at the discretion of the individual schools. There is no specific ruling about that.

Teachers expressed that they meet a number of problems during staff development workshops. This further explains the lack of proper laid down procedures regarding staff development in Zimbabwe.

5.3 Implications of the findings for Zimbabwe

Having studied about the role of the teacher in curriculum development through various sources, I came up with some ideas which I think if followed would make the Zimbabwean teacher become a better curriculum developer. The following are some of the implications:

(a) In order to meet the needs of the individual pupil and society, there is need for curriculum developers to give some responsibility to schools to make their own decisions about the school curriculum. If this is done teachers may be in a better position to understand what they teach and decide how best they can deliver the content.

(b) Having realised that staff development is carried on at each school's discretion, this might make other schools become reluctant to join in such programmes. So a clear cut policy on staff development for curriculum development should be provided to schools.

(c) Teachers are expected in primary schools to teach all subjects including the ones they may not have good background knowledge. One way of meeting this limitation is the inclusion of specialist teachers in some staff development programmes to teach subjects as Art, Music and Home Economics. This would enable fellow teachers to develop competence in these subjects which they might not have had any initial training in but have the potential to improve their skills in handling these subjects. This will enable the teachers to give the pupils a chance to excel in these subjects.

(d) The problems of accommodation and lack of resources would be eased if teacher centres equipped with both accommodation and resource facilities are built at various centres in the country. The establishment of such facilities would encourage teachers to take part in curriculum development seminars.

5.4 Summary

The teachers carries great responsibilities in implementing the curriculum for pupil development. It is therefore the duty of the Ministry of Education to ensure that the teacher gets full support, sympathy and guidance in fulfilling the role of a curriculum developer. This is essential if the pupils are to learn effectively.

Figure 1

CONCEPTS

13

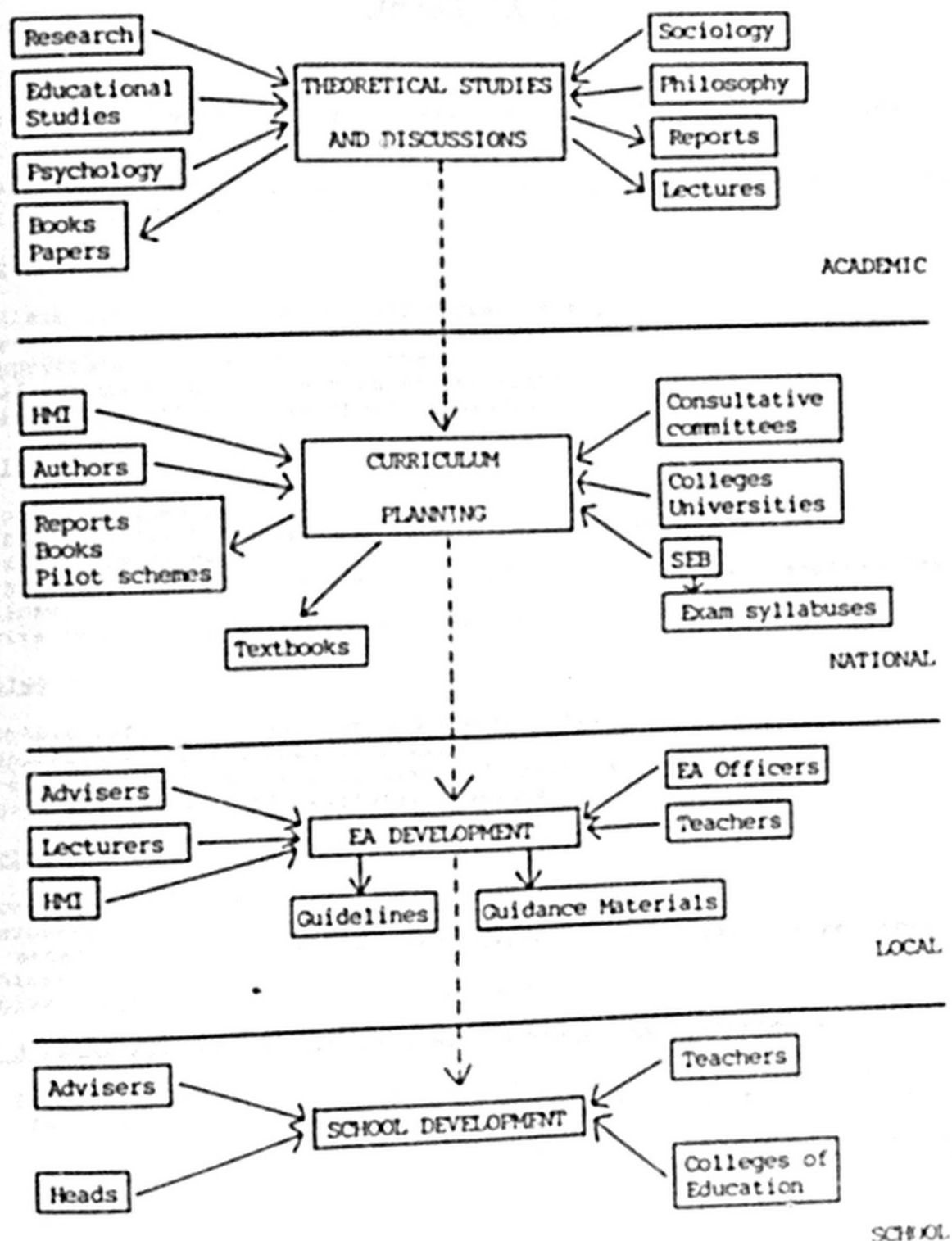


FIGURE 1: Levels of curriculum development

ADOPTED FROM GATHERER(1989)

APPENDIX A

BUCKSTONE PRIMARY SCHOOL LANGUAGE POLICY

The school's language policy is based on the "5-14 Language Document" - a copy of which should be in the classroom.

The PURPOSES OF LANGUAGE (not in any order of priority) as stated on page 4 in "English Language 5-14" are:-

LISTENING

- To obtain information and respond appropriately;
- To establish relationships and interact with others;
- To appreciate the feelings of others;
- To reflect upon ideas, experiences and opinions;
- To gain imaginative and aesthetic pleasure.

TALKING

- To convey information;
- To establish relationships and interact with others;
- To express feelings;
- To present, share, clarify and reflect on ideas, experiences and opinions;
- To give imaginative and aesthetic pleasure.

READING

- To obtain information and respond appropriately;
- To appreciate the feelings of others;
- To reflect upon ideas, experiences and opinions;
- To gain imaginative and aesthetic pleasure.

WRITING

- To convey information;
- To express feelings;
- To order, clarify, record and reflect on ideas, experiences and opinions;
- To give imaginative and aesthetic pleasure.

THE 3 BROAD AIMS OF ENGLISH LANGUAGE, LEARNING AND TEACHING are:-

1. To develop pupils' skills and knowledge so that they can realise to the full their ability to understand English and use it accurately;
2. To support pupils' personal development through language and literature, including intellectual, emotional, aesthetic, social and moral development;
3. To develop in all pupils a range of positive attitudes towards their own and each other's language development, including concern for tolerance, enjoyment, co-operation and sharing.

THE LANGUAGE CURRICULUM IN BUCKSTONE

The vast majority of pupils come to Buckstone with a fairly extensive vocabulary; they are vocal and most are quite able and willing to talk to peers and adults alike. All are coming from homes where they are talked and listened to and are encouraged in the use of language. Most pupils have many books at home, have been or are read to and are encouraged to look at and read books.

A large number can write their name before coming to school and again have been encouraged to paint, draw, scribble and "copy".

Pupils with language difficulties will show up usually very quickly in Buckstone. If you are concerned about the progress of a child consult with the Learning Support Teacher who may carry out a few simple tests and a discussion with H.T. or D.H.T. will take place. Parents will be contacted by the H.T. before any child commences sessions with L.S. or F.S.L. (whose support is also available sometimes). Pupils with serious problems or those for whom further investigation would be beneficial will be referred to the Child Guidance Service (only with Parental approval).

However, the general standard in language for a large number of pupils should be good, and teachers should demand as high a standard as possible.

SUMMARY OF POLICY

The language programme is an integrated one across the curriculum involving listening, talking, reading and writing. Organisation will include class, group and individual activities in language.

Listening and talking are encouraged at all levels from speaking clearly to taking a leading role in a play. Much emphasis is laid on discussion and drama will play an important part in the language programme.

Reading material in the early stages is based on the child's own natural language; making up their own books and progressing to picture books and simple picture/story books; progressing further to using some books from a reading scheme (e.g. Link-Up; Oxford Reading Tree Stories, etc.) and more difficult fiction. All pupils are encouraged to read widely - in school (silent reading is part of the daily programme in almost all stages) and at home. Pupils are encouraged to use the school and public libraries regularly - reading should be an enjoyable activity.

Many books and resources are available to assist in the acquisition of advanced reading skills e.g. comprehension, reference, looking for information, skimming, scanning, gaining knowledge about the language of books - chapter, verse, etc.

The skill of writing is taught in P.1 and the development of this skill and presentation is emphasised at every stage and by P.7 pupils should be able to present a project in a reasonably neat and attractive manner.

The child's own original writing plays a very important part in the development of his language and each child follows a programme which starts with simple stories and progresses to advanced writing e.g. letters, compilation of a programme, articles for a magazine, diary, continuous imaginative story, interview script, book review, etc.

Throughout spelling, punctuation, and language structure are developed using books and the pupil's own writing.


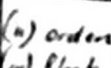



CONTEXT	WILL DO. Activity, task, organisation	WILL LEARN. Knowledge skills understanding attitudes	APPENDIX B		
Maths: Ourselves H&G project (Y3)	Children will play 'Number Race' game (Pairs) Children will play 'Jumping Backwards' game Racing to Win	Practise - develop understanding of multiplication as repeated addition Practise repeated subtraction Practise use of place value	Number line 0-100 Calculators counters (as above) Calculators	Levels A-B Levels A-B Levels A-C	Observative Observative Observative
Language: Ourselves	Children will write short 'auto-biographies' about themselves. Write about 'My Special Day' Children will talk about what is 'special' and 'good' about each other	Practise continuous writing skills. Practise writing birthdates Practise writing skills Practise oral - listening skills		Levels A-C Levels A-C Levels A-B	End Product End Product

APPENDIX C

FORWARD PLAN for CLASS P2 from 4/9/92 to 2/10/92

SUBJECT Mathematics

Year (Ongoing)

LEARNING OUTCOMES	S/L ACTIVITIES/RESOURCES
<p><u>shape, position and movement</u></p> <p><u>number money and measurement - large scale or models.</u></p> <p><u>formation handling - Display</u></p> <p><u>add and subtract -</u></p>	<p>A1  level 2 - workbook 1</p> <p>A1  practical activities of left and right</p> <p>A2 (a) ordering numbers 0-10 (dot to dots)</p> <p>A2 (ii) block graphs - links well to thematic work!</p> <p>A2 (ii) revision of addition and subtraction within 10 children tells the story from the pictures - reads the equation and solves it.</p> <p>(ii) children make up their own addition and subtraction stories.</p>
<p><u>Add and Subtract</u></p> <p><u>Measure and estimate</u> :- Count number of objects and then count -</p> <p><u>shape position and movement</u> - develop children's understanding of in front of, behind, forward, backwards</p> <p><u>formation handling</u> - interpret - genderless</p> <p><u>see above</u> - same activities</p>	<p>A2  level 1 - workbook 3 (aim is to move the children through the practical work and the workbook as quickly as they are able).</p> <p>A2 (i) Estimation (ii) addition - number line (iii) subtraction - number line (iv) forwards and backwards (v) continue a given pattern - links well to thematic maths (vi) greater or smaller - again covered in thematic maths.</p>
<p><u>Number money and measurement</u></p> <p>ability to count up to 10 - understanding of "oneness of one" "twoness of two etc"</p> <p>ordering numbers 0-10 - ordering 1s of objects 0-10 (practically)</p> <p><u>time</u> - ability to place events in a time sequence from a series of pictures.</p> <p><u>add and subtract</u></p> <p>able to add and subtract 'actually' - within 10</p>	<p>A4  level 1 workbook 3 (moving at a slower pace)</p> <p>(i) Estimation (ii) addition and (iii) subtraction using number lines (iv) continuing a given pattern - as will already have had a lot of practical experience of this in their thematic maths.</p> <p> level 1 workbook 2 (I anticipate children in this group should be able to complete this workbook over the four weeks) it will be used primarily as a means of revision and to see where individual children are encountering difficulties</p> <p>A1 (i) counting up to 10 (ii) ordering numbers 0-10</p> <p>A2 (ii) ordering sequence of events in time and</p> <p>A2 (ii) simple addition and subtraction stories.</p>

REVIEW SHEET for Class P2

Term 4/1/12 to 2/10/12

Subject Mathematics

Group(s) Girls (ongoing)

ASSESSMENT OF LEARNING OUTCOMES

EVALUATION OF ACTIVITIES AND RESOURCES.
FUTURE ACTION

A lot of the children had difficulties with the work on left and right. I carried out the practical work with them but left the relevant page in line until their understanding is greater. They had no difficulty with ordering numbers 0-10. Their understanding of addition and subtraction is good.

Estimation - the children found this great fun - estimating number of items in a set and then counting to see how close they were. Their estimations were very close if not correct. Addition and subtraction using a number line - the children actually found this quite confusing. They have a good understanding of addition and subtraction and can complete equations with concrete materials. Had no trouble with continuing a given pattern and 'greater and less than'.

This group were the same as the circles but needed more practical work at each stage i.e. moving at a slower pace. Understanding of addition is good but have not yet grasped subtraction.

Most of the children in this group are having difficulties with enumeration of number. Were able to place events in a time sequence.

A lot more practical work is required. I intend to carry out a lot of fun practical activities in the gym with the whole class - eg hop on right foot - take four steps forward turn to the left or we played a number of addition games which the children enjoyed - eg - add the score on two dice and plot the answers on a graph - what answer did they get most frequently.

Practical activities with estimation were very successful but once the children were asked to estimate and then check in their book they all doubted and counted first!!! children had less difficulty without using the number line so I have decided not to push this and allowed them to use concrete materials to find their answers instead. (will come back to number lines - next four weeks)

As above.

A lot of practical maths work is given for this group - number games, rhymes, songs - practice in forming the numbers etc.

SIGNED

Ingrid Hamilton

TEACHER

SIGNED

111

Teachers: Primary by Qualifications

Type of School

Qualifications	Government			Non-Government			Total	Grand Total
	Male	Female	Total	Male	Female	Total		
Certified Honours Graduate	1	0	1	5	4	9	10	
Certified Graduate	2	4	6	19	20	39	45	
Bachelor of Education	2	9	11	12	15	27	38	
Uncertified Honours Graduate	1	0	1	1	8	9	10	
Uncertified Graduate	0	0	0	1	7	8	8	
ZIMTEC Graduate	112	271	383	1776	1062	2838	3221	
'O' level plus 4 yrs training (Primary)	324	671	995	2697	1339	4036	5031	
(Secondary Academic)	131	4	135	197	109	306	441	
(Secondary Technical)	1	5	6	7	17	24	30	
'O' level plus 3 yr training (Primary)	736	1230	1966	3397	2263	5660	7626	
(Secondary Academic)	9	10	19	82	46	128	147	
(Secondary Technical)	0	1	1	5	3	8	9	
'O' level plus 2 yrs Training (Primary)	225	248	473	841	233	1074	1547	
(Secondary Academic)	5	11	16	24	11	35	51	
(Secondary Technical)	0	0	0	6	6	12	12	
Junior Certificate plus 3yrs Training	124	232	356	1010	472	1482	1838	
Junior Certificate plus 2 yrs Training	277	553	830	1447	559	2006	2836	
Standard Six plus 2 yrs Training	326	1007	1333	3890	2022	5912	7245	
5 years training	0	1	1	111	53	164	165	
4 years training	9	22	31	637	369	1006	1037	
Journey man	13	3	16	30	16	46	62	

1990

Types of School

Qualifications	<u>Government</u>			<u>Non-Government</u>			<u>Grand Total</u>
	<u>Male</u>	<u>Female</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>	
ZIVTEC Trainees*	6	16	22	430	243	673	695
Student Trainees*	38	128	166	1991	1528	3519	3685
Non-Teaching Diplomats*	1	0	1	3	0	3	4
Unrecognised Degree*	2	2	4	30	12	42	46
Untrained*	622	429	1051	15338	8658	23996	25047
<u>Total by 1990</u>	<u>2967</u>	<u>4857</u>	<u>7824</u>	<u>33987</u>	<u>19075</u>	<u>53062</u>	<u>60886</u>

QUESTIONNAIRE FOR ZIMBABWEAN TEACHERS.

Section A. Curriculum Implementation.

Questions 1 - 6

Please tick in the box provided what is most appropriate in your case.

For example 1. I am a man [] I am a woman []

- | | Number of Responses |
|---|---------------------|
| 1. Where do you get what to teach in any given lesson? | |
| a. from syllabuses | [1] |
| b. teacher's guides | [0] |
| c. from both teachers' guides and syllabuses | [15] |
| d. from discussions with other colleagues. . . | [0] |
| 2. How many teachers share a syllabus document? | |
| a. 1-2 teachers. | [3] |
| b. 3-4 teachers. | [2] |
| c. all teachers teaching the same grade . . . | [11] |
| 3. What freedom do you have in choosing the content from the syllabus to suit children's needs? | |
| a. subject to headteacher's approval | [9] |
| b. full autonomy (independence). | [4] |
| c. none at all | [3] |
| 4. What do those who supervise your work emphasise on ? | |
| a. strict adherence to the syllabus | [9] |
| b. changing of the syllabus to suit pupils' needs. | [6] |
| c. teacher attitude and attitude | [1] |
| 5. In your opinion what do you see the syllabuses as being? | |
| a. highly flexible. | [0] |
| b. flexible. | [6] |
| c. rigid. | [10] |

b. changing of the syllabus to suit pupils'needs. [6] Number of Responses

c. teacher attire and attitude [1]

5. In your opinion what do you see the syllabuses as being?

a . highly flexible. [0]
 b. flexible. [6]
 c. rigid. [10]

6. How far do you understand what the syllabuses require you to do?

a. fully understand. [6]
 b. partially understand. [9]
 c. not at all. [1]

Questions 7 - 10

Use a 3-point scale (3- most of the time ,
 2- sometimes, 1-never) to rate the difference.
 Write the numbers in the boxes provided .

7. Where do you get the resources that pupils use ?

a. supplied by the school. [11]
 b. improvised by you and other teachers. [3]
 c. bought by parents. [2]

8. In the event of shortage of materials how do you cope with your situation?

a. by sharing what is available. [8]
 b. by raising fund to buy books..... [2]
 c. using the immediate environment [6]

9. How much time do you spend on ?

- a. preparing lesson plans [3]
- b. preparing teaching material
 [10]
- c. completing progress records [3]

10. Indicate the degree of assistance for improving teaching methods given to you by each of the following:

- a. Education officers. [2]
- b. The head teacher.
- [8]
- c. other teachers. [6]

11. How long ago were you last inspected by Education Officers? (Please Tick)

- a. 0 - 5 years.
- [15]
- b. 6 - 10 years. [0]
- c. 11 - 15 years. [1]

Section B . Curriculum Staff Development

Questions 12 -13

Tick the most appropriate response .

12. How often does your school hold curriculum development meetings?
- a. weekly. [0]
- b. monthly. [8]
- c. once a term. [6]
- d. none at all. [2]
13. Who decides on the subject matter to be discussed during curriculum development meetings?

Number fo Responses

- a. the head teacher [6]
 b. subject chair person. [3]
 c. any teacher [0]
 d . subject committees [7]

14. During school based staff development meetings who leads in the discussions?
 Use a 3- point scale (3-always , 2-sometimes, 1 - never) to rate the frequency.

- a. the head teacher. [5]
 b. subject chair person. [8]
 c. any teacher [2]
 d. invited guest or guests [1]

Questions 15 -18.

Tick the most appropriate box.

15. How often do you attend zone (cluster) curriculum development workshops?

- a. monthly. [0]
 b. once a term. [8]
 c. once a year. [3]
 d. none at all [5]

16 WHAT is your main reason for attending staff development seminars ?

- a. it is Ministry's requirement. [0]
 b. for professional development. [16]
 c. to get away from the daily routine. [0]

17 In the past year how many times did you attend either a regional or district workshops ?

- a. once [5]
 b. often. [0]

Number of Responses

- c. occasionally. [2]
- d. none at all. [9]

18. What in your opinion is the most beneficial type of course ?

- a. school based [9]
- b. cluster , zone level [5]
- c. district [1]
- d. regional level [1]

19 In the space provided below indicate 3 problem areas regarding staff development meetings or courses indicating whether at school, zone, district or regional levels.

ATTACHED IS A PAPER WITH SUMMARISED PROBLEMS TO STAFF DEVELOPMENT MEETINGS AS GIVEN BY THE RESPONDENTS.

THANK YOU FOR YOUR CO-OPERATION

Problems encountered during staff development meetings and seminars.

- 1. There are shortages of materials to use.**
- 2. Limited knowledge about content.**
- 3. Ignoring or overlooking some subject areas.**
- 4. Difficulty in identifying ideal topics for discussion.**
- 5. Limited allowance or travel subsistence to enable teachers to go for staff development courses.**
- 6. Long distances to zonal or cluster meetings.**
- 7. No adequate time is provided for courses and discussions.**
- 8. Some members do not attend meetings because of not being informed well in advance about the meeting.**
- 9. Accommodation funds may not be available and participants may have to be put up in less expensive accommodation which might turn out to be uncomfortable.**
- 10. The food which is provided at these meetings is sometimes of poor quality especially at district level and sometimes individuals have to feed themselves thereby incurring expenses.**

APPENDIX F

Interview Questions To Scottish Primary School Teachers. Curriculum Management

1. How do you contribute to the drawing up of the school curriculum ?
2. Where do the ideas you include in the school curriculum come from?
3. What information and ideas go into your forward plans?
4. Are you allowed any class level autonomy in deciding on the content for your learners ?
5. How do you organise the use of the 20% flexibility time?

Curriculum Implementation

1. How much freedom do you have in deciding what methods to use in your teaching?
2. Approximately what proportion of your time do you spend on
 - (a) writing forward plans ?
 - (b) collecting or making teaching /learning aids ?
3. How often is your class or part of the class taught by someone else ?
4. What contribution to your teaching do the following make :
 - a. the headteacher ?
 - b. the deputy ?
 - c. the learning support teacher ?
 - d. the specialist teacher /teachers ?
 - e. parents ?
 - f. the HMI ?

Staff Development

- 1. How are you involved in the organisation of staff development programmes for curriculum development at your school ?**
- 2. What contribution do you offer during staff development seminars in curriculum development?**
- 3. What is your rating of curriculum benefits from**
 - a. school based staff development seminars ?**
 - b. cluster staff development seminars?**
- 4. What problems do you encounter during staff development programmes ?**

Thank you.

Interview Questions To the Headteacher of a Scottish Primary School.

A. Curriculum Management

1. Which documents form the starting point for your school curriculum ?
2. Which members of staff are involved in drawing the school curriculum?
3. What procedures are followed to come up with your school curriculum ?
4. How do you allocate the 20% flexibility time ?
5. What were your reasons for your decision ?

B. Curriculum Implementation

- 1 "IT is the teachers, essentially who determine the balance of the curriculum." Do you check that the school curriculum is delivered as agreed ?
2. How often and for how long do you observe individual teachers teaching ?
3. How do you follow up any worries you have about the way individual teachers implement the curriculum ?

C. Staff Development

1. Who is involved in drawing up the school's staff development plan for curriculum development ?
2. What factors are considered when making the curriculum staff development plan for curriculum development?

Thank you.

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