

From an Instructionist to a Constructivist Classroom Management: A Dialogue

Victor J. Pitsoe

*Department of Leadership and Management, College of Education,
University of South Africa, South Africa
E-mail: Pitsovj@unisa.ac.za*

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ABSTRACT Since the democratic era, South Africa's the Department of Basic Education implemented *Curriculum 2005* and *National Curriculum Statement* policies in the public schools. However, during the training of teachers on these flawed *Curriculum 2005* and *National Curriculum Statement* policies, much time was devoted to teaching them about the principles of learner-centred teaching approach and the outcomes to be achieved. Very little attention, if any, was given to training them on changing their approach to classroom management. Drawing from Paulo Freire's work, Nieuwenhuis' Matrix of Paradigmatic Value Systems and social constructivism, this paper argues that classroom management in a learner-centred setting should be approached from a situational perspective.