

The Role of Curriculum Coordinators in Managing Teachers' Continuing Professional Development

Thabo Phorabatho¹ and Patrick Mafora^{2*}

¹Department of Education, North-West Province

*²Department of Educational Leadership and Management,
University of South Africa, South Africa*

E-mail: ¹<tphorabatho@nwpg.gov.za>, ²<pmafora@unisa.ac.za>

KEYWORDS Curriculum Reform. Education District Officials. Professional Development. School Leadership. Teachers

ABSTRACT This paper reports selected findings from a larger qualitative case study of purposively sampled Area Offices and secondary schools in the North West Province, South Africa. The study examined the role of curriculum coordinators and school management teams in managing teachers' continuing professional development for curriculum change implementation. The paper is restricted to findings regarding the role of curriculum coordinators. Data were collected through in-depth semi-structured individual interviews. Data analysis followed Teschs' open coding steps. Findings point to curriculum coordinators being central to the ineffective management of professional development initiatives that relate to curriculum reforms. The paper identifies a myriad of systemic limitations and barriers that account for management ineffectiveness and makes some recommendations.