

Collective Efficacy and Changes in the School Curriculum: South African Context

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ABSTRACT Changes in school curricula occur from time to time in all countries across the world. Teachers are the grassroots implementers of such change and their real and perceived preparedness for this task vary. This paper reports on an investigation about collective efficacy and the implementation of a new curriculum in South African schools. It focuses on teacher perspectives on the implementation of new curriculum in South African schools. The study was conducted using a sample drawn from three poorly resourced schools in the Eastern Cape, South Africa. Quantitative data were generated through questionnaires and the analysis of these suggests that school teachers believe that collective efficacy impacts on the efficiency with which a new curriculum is implemented in schools. Recommendations were made regarding strategic planning initiatives, empowering teachers, quality control measures and a culture of effective teaching, learning and assessment practices.