

Monitoring and Support Mechanisms in Implementing Life Orientation Curriculum in the General Education and Training (GET) Band: Perceptions of South Africa Teachers**Spokazi Matshikiza and Nonzukiso Tyilo****University of Fort Hare, School of Further and Continuing Education,
Private Bag X 1314, Alice, 5700, South Africa***KEYWORDS** Challenges. Curriculum. Implementation. Involvement. Monitoring. Perceptions. Support

ABSTRACT When the curriculum was reviewed in 1994, Life Orientation (LO) was introduced. Teachers had concerns as expected outcomes of LO were an unfamiliar ground to them; hence they (teachers) didn't perceive them as LO specialists. When implementing new curriculum, preparation trainings are to be conducted for teachers to effectively implement curriculum. Having observed the challenges of teaching LO in schools, this paper therefore examined the monitoring and support mechanisms put in place to support teachers in implementing LO curriculum. Curriculum implementation theory was used to explain data collected. Qualitative interpretive case study focusing on 3 schools was adopted. The data collected revealed that the support given to LO teachers was inadequate and monitoring strategies were very minimal and this contributed to their preparedness in implementing LO curriculum. The paper recommended that support be strengthened and monitoring mechanisms be more focused in empowering teachers to effectively implement LO curriculum.