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A suggestive framework towards developing materials for effective implementation of CBC : experience of the school administrators

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Abstract

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This paper reports the findings of a preliminary study on the school administrators' perspectives towards a suggestive framework for developing School-based Instructional Supervision (SBIS) material for an effective implementation of Competence-Based Curriculum (CBC). The study employed a phenomenological design entrenched within the qualitative approach. Data were generated through Focus Group Discussions with 30 public secondary school administrators in Urban West Region, Zanzibar. The study unveiled that at least school administrators have a theoretical understanding of SBIS. However, the lack of practical understanding of SBIS together with CBC and ambiguity in understanding the different dimensions of SBIS along with the principles underpinning CBC were the hard spots of adapting SBIS for the effective implementation of CBC. Furthermore, administrators claimed to have a knowledge base and practical skills on SBIS to supervise the implementation of CBC effectively. Besides, on job training programme with the principles of participatory action research was suggested as a framework. One of the significant aspects of this investigation was the different components to be included in the SBIS training material. These include the ways of supervising instructional material, ways of detecting hard spots of pedagogical issues towards implementing the CBC, and the classroom management techniques. Eventually, the sustainability of the SBIS was demanded through a continuous in service training programme to the school administrators (head teachers, section leaders and panel leaders) as first line school inspectors.