

# **The Relationship Between Pedagogical Transformation, Transition from School, Tertiary Education to The Employment Place: A Conceptual Analysis of the South African Curriculum**

**Kgomotsego Brenda Samuel**

North West University, South Africa

## **Abstract**

This conceptual paper examines the relationship between pedagogical approaches and curriculum transition from school, tertiary education to the employment place. Pedagogical transformation is considered a curriculum implementation process for achieving the intended curriculum goals. The transition from schooling to the workplace is influenced by both the appropriateness of the curriculum and pedagogical approaches used to implement curriculum. The curriculum design is a laborious task which seem to have been neglected over the years in South Africa. As such, little or insignificant achievement has been made from reform attempts made thus far. Oftentimes gaps are identified between what has been learnt and what is expected in the workplace. Literature suggests that pedagogical transformation may reduce the gap between what is learnt at school and how such knowledge is used in the workplace. Despite the several curriculum reforms, limited focus has been given to the connections between pedagogical transformation and curriculum transitions into the workplace. This paper examines such relationship using two selected theories: Shulman's and Hanushek's. The two theories will be examined to navigate the teacher's competencies and the significance of the quality of education in the workplace. The findings of this study will enhance the understanding of the linkages between pedagogical transformation, curriculum transition from school, tertiary education to the workplace. Implications to policy and practice will be drawn

**Keywords:** Curriculum implementation, Curriculum reform, Policy, Schooling, Workplace