

School Leadership Role in Creating a Learning Organisation: Perspectives from the Primary School Teachers and School Management

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KEYWORDS Collaborative Learning. Professional Learning Communities. Transformational Leadership. Distributed Leadership

ABSTRACT The paper presents and discusses the findings of a qualitative study that was conducted in a primary school in a socio-economically depressed community in the Pinetown District, Durban, South Africa. Creating learning organisations out of schools is one of the democratic government's agenda of bringing about societal transformation since the country attained freedom in 1994. School leaders and managers have been entrusted with the responsibility to ensure that leadership and learning in schools is transformed to reflect a new dispensation. Various policies have been put in place in that regard. However, many schools still have not transformed to becoming learning organisations as expected. A small scale study comprising a principal, two heads of department and two teachers was undertaken. The results suggest that while school leadership understands the importance of creating learning organisations, translating this knowledge to practice has largely been unsuccessful. The findings also suggest that the way in which the school is managed is not consistent with values of transparency, inclusiveness, collaboration and democracy.