

Organisation Policy and School Management Team's (SMT's) Job Performance in South Africa: A Literature Review

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ABSTRACT Most personnel who have assumed supervisory positions as SMTs at invariably do not do their tasks well, either due to lack of time or the ability to fulfil this obligation. This becomes a problem which caused the researchers to be curious as to why some School Management Teams (SMT's) fail to do their tasks effectively. The management issues contextualized in this paper are not the general management mandates, but they refer specifically to those management issues pertaining to the policies of induction, mentoring, curriculum assessment training and curriculum supervision, hence the literature review is to ascertain the efficacy and effectiveness of these policies in South Africa context on STM's job performance. Having extensively reviewed these policies, it was found out that the Department of Education may have done a lot of harm by doing away with prerequisite training for aspirant SMT members. It was however recommended that the SMT members needs adequate training about the underlined policies so as not to lay a bad precedent to the subordinates.