

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

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KEYWORDS Job Performance. Induction. Mentoring. Curriculum Assessment Training. Curriculum Supervision. School Management Teams

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.

INTRODUCTION

The Apartheid era in South Africa brought about many changes in society. Those changes were based on the races found in the population strata of the country. Education did not escape that separatist arrangement and, as a result, it was racially meted out. Thus the then South African Government consisted of four state departments of education, namely, the Department of Education and Training (for Black learners); the Department of Education and Culture, Administration: House of Assembly (for White learners); the Department of Education and Culture, Administration: House of Representatives (for Coloured learners); and the Department of Education and Culture, Administration: House of Delegates (for Asian learners (Van Schalkwyk 1993:76). The thrust of the argument does not so much lie with the different education departments of the Apartheid era in South Africa as it does with the difference with which the different education departments dealt with human resource development. The inequality and lack of uniformity that characterised that era regarding readying personnel for their jobs are the ones that have led to the conception of this study.

Hence in all the above, it was only in the DET that there was a training manual for HODs.

In the TVBC states (Transkei, Venda, Bophuthatswana and Ciskei), another Apartheid phenomenon, only the Ciskei Department of Education (CDE) provided prerequisite training for all personnel who had qualified to progress from post level 1 to post level 2 (Head of Department - HOD) and post level 3 (Deputy Principal). In the old Ciskei educators had to undergo training in preparation for eligibility to apply for a senior post as an HOD or Deputy Principal. A certificate was awarded after one had successfully completed the orientation course. This effectively meant that before one could apply for a senior post at school level one already had some knowledge of what was expected in case one got promoted.

The above was consistent with international and national trends in that Grobler et al. (2006: 207) opine that induction indicates the required behaviour patterns for effective job performance. This, in effect, points to saying that other than learning on the job, the new incumbent would be meeting some practical criteria needed to do a certain job – in this case, that of becoming an effective senior teacher, HOD, deputy principal or even being principal of a school (the school management team). This further meant that applying for a school management team

(SMT) job would not be an anomaly, or would not as daunting as when someone applies for a senior job about which one is clueless.

After the amalgamation of all departments of education in South Africa in 1994, no prerequisite training was made a mandatory requirement for all educators aspiring to assume positions higher than the entry level, which is post level 1. Bush and Middleton (2006:143) strengthen the view of the necessity of prerequisite training by saying that no matter how thorough the process of recruitment and selection has been, it is only when the actual work begins that the realities of the nature of the work, the responsibilities and the organisation are fully recognised. This, in effect, explains that winning an interview does not necessarily mean that one will be effective in the job that one applied for – as one will still need to be acclimatized in order to fit the SMT job profile practically.

The foregoing concern is corroborated by English (2006:661), who posits that many practitioners and scholars alike argue for adequate training opportunities for aspiring principals through longer, more rigorous internships, mentoring and shadowing practical experiences and instruction by model practitioners. ‘Aspiring’ actually refers to the fact that one is not yet an incumbent, instead one still hopes to apply should a vacancy exist. English (2006) further opines that studies have focused on the mentoring of pre-service and in-service teacher populations with attention gradually accommodating prospective and practising administrators. Bush and Middleton (2006:162) add to the above by pointing out that training for prospective principals was introduced as early as 1984 in Singapore, which means that the erstwhile departments of education who practiced this were not engaged in an exceptional practice, but were following trends from abroad.

The absence of such training as a prerequisite for aspiring SMT members has set the researcher’s mind thinking about how school management teams (SMTs) get trained for their jobs, and how they, in turn, do train, guide, induct, mentor and coach those directly under their supervision, in the light of the fact that only some erstwhile departments of education embarked on prerequisite training while others did not; and also in the light of the fact that in the unified Department of Education – currently referred to

as the Department of Basic Education (DBE) – no prerequisite, apposite training has to be undergone by prospective school administrators or school management teams (SMTs). The latter have to ensure that organizational policies (policies of the DBE) are effectively implemented at the level of schools where they serve as managers. Such policies include, though not limited to, induction, mentoring, curriculum assessment training and curriculum supervision, all of which constitute the mainstay of effective schools.

Furthermore, South Africa’s curriculum has undergone various changes – drastically so when the outcomes-based education (OBE) was introduced and not so drastic when nuances were added as, and when, the education ministry welcomed a new incumbent as a minister. Conspicuous by its absence in those changes is how SMTs get trained for the job that encompasses the following organisation policies: supervision of curriculum implementation at school level, seeing to it that learners are appropriately assessed in line with set quotas and guidelines, and inducting and mentoring new members, and even the old ones, in their departments. SMTs are also expected to spearhead staff development activities in their respective curricular departments (ELRC 2003).

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 (Grobler et al. 2006:209). This becomes a problem which caused the researcher to be curious as to why some SMTs fail to do their tasks effectively – as observed by Grobler et al. (2006) above. This again becomes worrisome in that SMTs are expected to play a crucial role in the life of a school. A functional school equals a functional school management team, in that SMTs should control work done by colleagues in their departments, guide their colleagues in strategies of mediating skills, knowledge, attitudes and values to their learners (ELRC 2003: C66 – 67). The present researcher believes that SMTs can only do the foregoing effectively only if they have been trained accordingly, as pre-service training is generalist in nature, except for subject specialisation which the educator will have to have done in order to forestall having a knowledge gap.

SMTs are further supposed to beef up the schools’ policy on management issues that the principal may delegate to them as, and when,

that becomes necessary. The management issues contextualised in this thesis 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. Again, as stated in the introduction or background section, SMTs need to coach and mentor their colleagues in junior ranks for effective implementation and management of all school-based activities. Whereas entry level (post level 1) educators needed to do a short training course before aspiring to assume supervisory roles in the school, they now need just three, five and seven years respectively in the system to be eligible for applying for a promotion post as HODs, Deputy Principals and Principals respectively. Once they assume their positions it is always reported of most that they are incapable of manning their posts appropriately (cf. Grobler et al. 2006: 209), whilst policies are not collapsed into a guiding manual for aspiring leaders. Some SMT incumbents end up just teaching and adding no value to the schools' work control policy, whilst they also enjoy having a fewer number of teaching periods than their post level 1 (entry level) colleagues.

The foregoing corroborates what Grobler et al. (2006) posits as mentioned earlier in this section. The suspicion is that lack or absence of prerequisite, apposite training may be the cause for those who either cannot cope or are at a loss regarding some of the expected roles they have to play. Internationally, the above suspicion is corroborated by Guthrie (2003:1619), who posits that medicine offers supervised internships and residencies that allow the new practitioner to work under the guidance of a veteran, but education rarely provides such mentoring. He further warns that the absence of proper training invariably leads to new teachers leaving the profession early (Guthrie 2003).

Nationally, Heystek (2002:185) is of the view that people need support to help them engrave new skills into their own basic skills. This is corroborated by Education Facilitators (2001:13) who quip that failure to assist a new incumbent with guidance and communication can lead to a good teacher leaving the profession. This, in effect, means that new incumbents need induction, mentoring, training to assess in line with curriculum prescripts as well as being put in the groove to supervise curriculum or being guided to implement it effectively, lest they should regard themselves as being ineffective and redundant.

Should the above be true for South African schools, it should reflect negatively on the SMT job performance, especially in the areas of induction, mentoring, curriculum assessment training and supervision. It is this kind of speculation and uncertainty that has prompted the researcher to have an interest in investigating whether SMTs do get trained for their jobs prior to their applying for those jobs, whether they understand their roles fully as well as to find out if the level of training they receive is sufficient to assist them to become fully functional and productive in their spheres of work.

Objective of the Study

It is against the foregoing background that the study explores the literature about the level of prerequisite, apposite training for the SMTs both at the point of entry and when they are already engaged in their professional duties with specific emphasis on the policies of induction, mentoring, curriculum assessment training and curriculum supervision, as mentioned earlier as well as identify the gap created by the literature on these policies.

Theoretical Frame Work-Vroom's Expectancy Theory

In his exposition of Vroom's Expectancy Theory, Scholl (2002) points out that this theory is one of many motivation theories. Motivation, Scholl quips, is a force that energises behaviour in that what makes one's effort in behaviour, or change thereof, is what one envisages to receive in behaving in a certain way. He goes on to say that motivation is a force that directs behaviour in that it makes individuals choose among competing behavioural alternatives. Lastly, Scholl says motivation is a force that sustains behaviour in that it (motivation) is behaviourally specific. An individual may excel in a certain job requirement necessarily because of being motivated in a certain way (Scholl 2002:1).

Thus Scholl (2002:1) sees Vroom's Expectancy theory as one of process theories that constitute a model of behavioural choice. The Expectancy Theory explains why individuals choose one behavioural option over others. The theory does not seek to explain, however, what motivates individuals, but rather how individuals make decisions to achieve the end that they regard highly or value. In a nutshell, the theory propounds that there is a positive correlation

between one's efforts and performance. In expounding the expectancy model of behavioural choice, Scholl (2002) posits that Vroom propounded three components of the theory, namely, Expectancy, Instrumentality and Valence.

The Relevance of the Expectancy Theory to the Study

The study deals with the performance of SMTs with regard to discharging their roles and responsibilities subject to being adequately trained to train their supervisees in the policies of induction, mentoring, curriculum assessment training and curriculum supervision. The expectancy theory postulates that if individuals have the effort to discharge certain duties then they will perform. It also goes on to postulate that performance will lead to rewards. From authorities that be, there will be trust that the individual is capable of performing certain tasks. Then if personnel can win the trust of authorities the organization for which the workforce renders service stands to gain – even if it is only by way of running smoothly and implementing policies effectively.

The understanding of policies to be implemented leads to a correlation between performance and outcomes or results. In like manner, if SMTs know their roles well there will be an expectancy that their performance in discharging roles commensurate with the policies of induction, mentoring, curriculum assessment training and curriculum supervision will correlate with the outcomes (which will be the ability to understand and impart their practical knowledge to their supervisees).

Literature Review

The review of literature is based on the policies that affect the SMT's job performance mentioned earlier so that the study will ascertain the gap created. These policies include; induction, mentoring, curriculum assessment training and curriculum supervision.

Conceptualisation of Induction

The National Department of Education (NDOE) (2000:30) defines induction simply as the process of introducing new staff members into a school, and further quips that a good school should have a carefully planned induc-

tion programme which is run at the beginning of each academic year.

The formal part of the induction process should be similar for all new incumbents at the beginning of each year; the formal induction part should actually be very intensive for the first week while it actually has to stretch over not only the first term but indeed over the whole of the first year (NDOE 2000:30). The informal part of the induction process is better realized in social occasions at which new incumbents meet the existing staff at the school as well as other newcomers – regardless of positions they will be holding (NDOE 2000: 30).

Heystek (2002: 125) defines induction as a systematic organisational effort to assist personnel to adjust readily and effectively to new assignments, so that they will be able to contribute maximally to the work of the system while not forgetting to realize personal and position satisfaction. He further indicates that a school may recruit personnel, select them, place them, replace them and transfer them but of cardinal importance is for personnel to adapt fully to the job they have to perform within a certain environment and to the colleague with whom they have to co-operate (Heystek 2002: 126).

In defining induction, Grobler et al. (2006:207) opine that it is precisely the process of introducing new employees to the goals of the organisation, its policies and procedures, its values and the co-workers, as well as the activities related to the tasks to be performed and the equipment to be used. These scholars further note that as the pool of potential employees in South Africa is increasingly becoming more diverse with regard to age, language and cultural background, it is mandatory that proper attention be paid to induction.

The above definition actually encompasses a whole lot of activities associated with induction which we seldom see in South African schools if at all it is ever practiced. It is also very true that in South Africa, especially in the education field, there is an influx of potential educator employees. These will need to be properly inducted on being employed. Again, being a newcomer in an organisation cannot be confined only to educators who come to teach for the first time, but must also refer to seasoned educators who join a school either on transfer or promotion. This, in effect, means that even educators who join the SMT must undergo induction so as to be put in the groove regarding how the new school operates. This will in turn en-

hance their supervision activities to those junior to them in rank. The researcher believes that being inducted will also prepare the SMT members for mentoring those in their department with astute capability.

Bush and Middleton (2006:142-143) define induction by categorising it into three elements, namely socialisation, achieving competent performance and understanding organisational culture. Under induction as socialisation they quip as follows:

- Accepting the reality of the organisation; this means knowing the do's and don'ts regarding individual behaviour in an organisation;
- Dealing with resistance to change;
- Learning how to work realistically in a new job, in terms of having to cope with too much or too little organisation and too much or too little job definition;
- Dealing with the boss and understanding the reward system, which encompass knowing the amount of autonomy given and what the organisation defines as high performance; and
- Locating one's place in the organisation and developing an identity, which is, understanding how an individual fits into the organisation. (Bush and Middleton 2006:142).

In defining induction as achieving competent performance, Bush and Middleton (2006:143) stated the following sub-elements:

- Getting used to the place, that is, overcoming the initial shock and immobilization of the new organisation and job demands;
- Relearning, which presupposes recognizing that new skills have to be learned, or, how learned skills have to be reapplied;
- Becoming effective, which means consolidating one's position in the organisation by applying new behaviours and skills, or integrating newly formed attitudes with ones held from the past.

Lastly, in defining induction as understanding organisational culture, Bush and Middleton (2006:143) posit that this is the transfer of loyalties to the new organisation and they further stress that until this happens, the new incumbent will never become committed to the success of the new place of employment and this may hamper optimum level of performance.

Guthrie (2003:1619) opines that induction programmes 'are blossoming throughout the

country as one strategy' of helping teachers to transit from being student teachers to being professional teachers. Put in context, this means that induction is a process that involves operationalizing programmes that are geared towards welcoming novice teachers in the teaching profession. This opinion transcends the mere definition of induction in that it also presupposes the rationale thereof.

The above definitions actually ordain that the recruitment and selection of relevant educators may not in themselves ensure maximum job performance. The eloquence often displayed by interviewees before interview panels do not necessarily mean that they will perform their duties par excellence. Everybody, including the adequately and highly qualified, needs to be subjected to an intensive induction programme if they come to a new place of work or assume higher positions within the same organisation. The same goes for SMT members who come to assume duties at a new school. We also need not forget that once SMT members have effectively undergone an apposite induction programme, they will in turn successfully spearhead the induction of new and novice educators under their supervision.

Mentoring

Naidu et al. (2008:97) define mentoring as a general process in which an experienced person assists and guides a less experienced person. These scholars further regard mentoring as a relationship between two persons. They further posit that this relationship can be effective in the education arena if it is dynamic and reciprocal, in which case 'a more advanced and wise career incumbent (mentor) helps a less experienced person – who has development potential (mentee) in some specified capacity' (Naidu et al. 2008: 97).

Taking the relationship definition of mentoring forward, the following key elements come to the fore:

- The mentoring relationship is dynamic and not static;
- It is reciprocal – the impetus comes from both sides;
- The relationship takes place in the work environment;
- The mentor is a wise career incumbent;

- The mentor helps the mentee to develop; the mentee is less experienced but has the potential to develop; and
- The mentee is developed in some specified capacity (Naidu et al. 2008: 98).

The foregoing points to the SMTs at school in that they will have been educators for a number of years before applying to assume supervisory positions in the school and therefore form the core of mentoring personnel to their less experienced colleagues. The researcher's view is that the SMTs should therefore have been suitably and relevantly trained in order for them to effectively guide and supervise others. The merit of this assertion is that the mentees will reap the benefits of being guided by mentors who know the ins and outs of what they are doing.

Corroborating Naidu et al. as mentioned earlier, Education Facilitators (2001:11) quip that mentoring is one approach that seeks to improve the transfer of experience and skills from master and experienced educators to novices. They further suggest that mentor-beginner educator relationship should focus on the first year of new employees' work in the organisation, which – in our case – is the school. Moreover, Education Facilitators continue to refine their definition of mentoring by actually defining the mentor, who they say, is a person who perceives himself as being co-responsible for the professional development of another person.

In defining mentoring, English (2006: 660-661) posits that it is a work policy that is often used interchangeably with assisting, guiding, teaching, learning, readiness, compensation, support and socialisation. He further opines that can be divided into traditional and alternative conceptions. On the traditional conception he quips that mentorship involves training in skills building and knowledge acquisition, both inside and outside education. He calls traditional mentorship a relationship which is guided by experienced persons in schools, universities or other professional domains. These mentioned personnel transfer understanding and knowledge to apprentices. This is a unidirectional process wherein the most experienced person teaches while the neophyte or novice learns.

The difference in the foregoing definitions of mentorship seeks to say nowadays mentorship should be bi-directional (as in co-mentoring), instead of being uni-directional (as in the

traditional or transmission conception of mentorship). This difference becomes even more important in that neophytes join the teaching fraternity with a new, fresh outlook in the education dialectic, which may be opposed or even more diversified than that of their seniors who may have studied a long time ago and may have therefore forgotten or may not have come across that kind of knowledge during their tenure as students. The researcher's view is, therefore, that a learning relationship between the mentor and mentee may stand both in good stead and may assure a successful productivity rate on the part of the mentor, which, for the purpose of our study, refers to an SMT member.

Naidu et al. (2008: 98), tabulate the benefits of mentoring as follows with regard to its role players, namely, mentors, mentees and the organisation:

Mentor Benefits

- Opportunity to develop and apply leadership skills (Bush and Middleton 2006: 160 posit that mentoring has the potential to foster leadership development for new heads);
- Self-fulfilment in seeing mentees perform;
- Learn from mentees;
- Improved credibility;
- Building relationships;
- Tangible evidence of performance management;
- Utilize their invaluable experience and expertise, and
- Expand opportunities for dialogue at all levels of the organisation (Naidu et al. 2008: 98).

Mentee Benefits

- Learn from experienced people;
- Acquire skills for career progression;
- Disadvantaged employees are empowered;
- Adapt more quickly in new jobs and roles;
- Develop networks;
- Obtain evidence for recognition of prior learning (cf. what the researcher indicated in chapter 1 regarding the rationale for the study, that apposite certificates were made available for all who had successfully undergone training to assume duties as SMT members provided they had applied and met selection criteria);

- Enhance interpersonal skills; and
- Enhance professional development (Naidu et al. 2008: 98).

Organisational Benefits of Mentoring

- Pool of talent for professional and management jobs is increased;
- Effective transfer of skills;
- Future leaders of the organisation are shaped;
- Supports fast-tracking;
- Achieves employment equity targets;
- Image of the organisation is enhanced;
- More structured personnel development;
- More co-operation between staff and departments;
- Improves management of performance;
- Attains organizational goals, such as cost efficiency;
- Increases the flow of information across organizational lines;
- Encourages and supports cross-functional learning; and
- Assists with succession planning (Naidu et al. 2008:98).

Taking this view further, Naidu et al. (2008:99) opine that mentorship can be used to improve practice and performance, transfer organisational processes, share new challenges and ideas as well as to build staff morale and collegiality.

The results and benefits of mentoring also encompass the necessity thereof in that many educators who decide to leave the profession cite the feelings of isolation and lack of support as critical determinants. Teaching is one of the few professions where new graduates are expected to perform as well as seasoned ones (Guthrie 2003:1619). The latter scholar further posits that the educational tradition of 'sink or swim' that leaves new educators on their own is no longer a viable option for schools, in the light of the fact that new and old are expected to uplift their production levels (Guthrie 2003: 1619).

However, Zachary (2000: 59) laments that lack of time is the most frequently mentioned cause for the failure of mentoring relationships. She (2000) continues to point out that time, therefore, needs to be adequately afforded in the preparation stage, honoured and monitored during the enabling stage, adhered to in the near-closure stage (cf. Bleach 1999:14 cited earlier, in corroboration). The foregoing points to the fact

that SMTs need to plan before engaging in their mentoring activities, or even before assigning mentors to mentees. This is not strange at all in that planning is the hallmark of all activities in the teaching and learning sphere. It also follows that mentoring needs skilful engagement, in which case SMTs need to have been trained before embarking therein.

Curriculum Assessment Training

The section on curriculum assessment training forms the bulk of this chapter because it is one part of the policies under review (cf. induction, mentoring, curriculum assessment training and curriculum supervision) which constitutes the hallmark of the relationship between itself (policy) and SMTs' job performance, in that educator performance in developing compliant assessment and measurement instruments rests thereon. The same goes for learner performance in tests, assignments, tasks and examinations. The assumption is that if the foregoing assessment items are developed such that they are in sync with policy (subject assessment guidelines and examination guidelines) as embodied in syllabus documents for different subjects, then learner performance may be enhanced. This assumption goes further to point out that, even if educators teach well, if their assessment skills are not in congruence with policy by subjecting learners to assessment products that have no bearing to the end-of-the-year standardized assessment and measurement instruments, the learners' performance will surmise that they were not well taught – which may not necessarily be the case.

What is Assessment Training?

Before we embark on explaining what assessment training is, we need to understand the term assessment in the educational context. After curriculum has been delivered to the recipients, the learners, it is important to check how much they have accumulated and mastered the knowledge and skills that were imparted or taught. This would not check only the quantity of knowledge the learner has acquired, but in assessment it would also be necessary to tell learners apart. This can best be done through proper assessment.

In expounding the educator's role as assessor, Killen (2000:191) quips that the educator has

to understand the crucial role played by learner assessment in the education process and, as such, he has to be able to integrate assessment appropriately in his teaching (Schmeiser and Welch 2006:309). In other words, the educator has to ensure that assessment is wholly part and parcel of the education process, and should not be treated as just an appendage to the process. Hence learners would have been taught before being assessed properly. Proper assessment would involve sticking to the policy requirements for assessing the different subjects taught at school.

The assessment policy should be formulated according to the guidelines provided by the Eastern Cape Department of Education (ECDOE 2014);

- the way assessment is planned and implemented;
- how record books are to be kept, their accessibility and security;
- supervision of assessment – how and when supervision will be done;
- the assessment code is determined by national and provincial departments of education;
- internal verification of assessment;
- how moderation is done at school;
- the frequency and method of reporting;
- the monitoring of all assessment processes; and
- the training of staff in areas of assessment (ECDOE 2014).

Furthermore, the ECDOE (2014) directs that the key principles underpinning assessment should form part of the assessment policy, and those principles should be:

- transparent and clearly focused;
- integrated with teaching and learning;
- based on predetermined criteria and context (cf. cognitive levels further down in the discourse);
- varied in terms of method and context; and
- Valid, reliable, fair, learner paced and flexible enough to allow for expanded opportunities (ECDOE 2014).

The foregoing brings us to the concept of assessment training. Some school subjects are failed not necessarily only due to lack of skill by mediators, but also because even good subject mediators may not be good at setting policy compliant assessment tasks and tests. This does

not mean that educators are always not adequately trained, as some of those who cannot assess properly were top learners and students of their class at school and university respectively. This means that while those educators know what to teach they may, however, lack the learner assessing skills when they set tasks and tests. It is the researcher's take that the SMTs are the ones who need to spearhead the training of educators under their supervision to assess learners appropriately by using assessment instruments that are subject-specific compliant to assessment or measurement requirements.

Curriculum Supervision

Curriculum supervision is a management task of ensuring that all is in place for the school-based implementation of curriculum. It comprises aspects such as curriculum leadership, monitoring and evaluation. Whilst the management of curriculum supervision lies with the principal of a school, as the most senior manager at school, most of the supervision devolves to the co-managers, the SMT members, as they are actually tasked to drive curriculum implementation and supervision at school. In expounding the role of educator as mediator and designer of learning programmes and materials Killen (2000:190) points out that the educator has to interpret the learning programmes that he is provided with correctly. The educator has to further identify requirements for a specific context of learning, as well as to prepare suitable resources.

The Eastern Cape department of Education (ECDOE 2014) directs that the management of curriculum is the most important function of the SMT, and that all other management functions are there to ensure that the goal of quality teaching and learning is realized. It is therefore, the duty of the SMT to work out plans that will ascertain that the school becomes a 'dynamic learning environment for both learners and teachers' (ECDOE 2014: 25).

Delving deeper into the curriculum supervision discourse, the ECDOE (2014: 29) cites the Employment of Educators Act (1998) in emphasising some of the curriculum management responsibilities of the SMT, which are the following:

- the leadership and management of the curriculum;
- overseeing the planning of the curriculum in the school;

- developing and managing assessment policies;
- ensuring curriculum policy interpretation and implementation;
- ensuring that relevant curriculum policies are available in the school;
- ensuring that teaching and learning time is used effectively;
- ensuring that classroom activities are learner-paced and learner-centered;
- promoting team planning and teaching strategies;
- engaging in quality assurance processes;
- creating an environment that promotes effective teaching and learning;
- realizing the school's vision and mission through the implementation of the curriculum;
- managing resources such as time, space, textbooks and learner support materials;
- guiding and mentoring educators;
- enhancing the professional competence of educators through supervising their work; and
- promoting the professional growth of educators through the Integrated Quality Management Systems (IQMS), Developmental Appraisal System (DAS) and Norms and Standards for Teacher Education (ECDOE 2014: 29).

If the ECDOE views curriculum management in the light of points listed above, it is clear that competent SMTs are the only ones who can deliver school curriculum implementation through an informed, innovative supervision process. The latter involves planned, time-to-task and collegial engagement of supervisees.

Naidu et al. (2008:190) further point out that while curriculum leadership is often identified with the school principal, the level that is likely to have the greatest impact on teaching and learning in the classroom is necessarily that of 'the curriculum- or middle-manager' as this position is between senior staff and class teachers.

Naidu et al. (2008:190) submit that learner achievement becomes higher when the role of curriculum managers is not only clearly identified but also when they ensure that curriculum is effectively implemented. Curriculum managers, as a prerequisite for them to supervise the implementation and the course of curriculum effectively, are supposed to establish good rela-

tionships with staff members as well as create a culture of learning and teaching.

CONCLUSION

The erstwhile Department of Education may have done a lot of harm by doing away with prerequisite training for aspirant SMT members. In trying to unify the various education departments in the country they threw the baby with the bathwater, as it were, by not embracing some of merits that could be obtained through copying some of the sound SMT training efforts of past dispensations. In a nutshell, while rigorous training within the job for SMTs may meet with some resistance, as it may be a form of change to those who have been doing things differently from what policy ordains, it has to be done in the quest to improve their practice in the field of education. This paper reveals that there are gaps that need to be closed in conceptualising a new training manual, whenever a need arises to have such a manual – the one that would encapsulate the human resource aspect of training.

RECOMMENDATIONS

If teachers have a reputation to resist change it should be borne in mind that SMT members are also teachers who happen to share in the management and supervision responsibilities in a school. If they are not adequately trained before assuming their roles as SMT members, they may resist having to do their jobs to the letter and spirit of policies that they have to be at the fore-front in implementing, while their supervisees may in turn follow suit if they perceive of their supervisors as not being adequately knowledgeable in ways of mentoring them. In the same vein, we must not lose sight of the fact that SMTs are supposed to be change agents, and as such they lead in instances of educator job redesign – if needs be. It stands to reason, therefore, that SMTs should manage change instead of being the ones resisting it.

Furthermore, there is need for constant on-the-job training is embarked upon, all people involved in induction, mentoring, curriculum assessment training and curriculum supervision will embrace change as a way of life at the workplace, and not as part of malicious compliance – doing some work just so as to be seen to be working in adherence to policy.

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