

Research Article

**The role of School Management Team in Promoting Teaching and Learning in
Secondary Schools**

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Abstract

The study investigated the role of school management team in promoting teaching and learning. The study was conducted in 3 secondary schools of Warmbad circuit. These schools experience a challenge of lack of curriculum coverage, which lead to poor learner attainment. The study followed a qualitative research approach with a case study research design. Population in this study consisted of 70 SMT members. Purposive sampling was utilised to select 3 most experienced SMT from each school. Data was collected through individual semi- structured interviews. Henderson's Ethically Based Model of Inquiry was used which explained what characterises a reflective teacher. Thematic approach was used to analyse data. The study revealed SMTs were aware of their roles to manage curriculum, however, challenges they experienced from teachers hindered fulfilment of their duties and responsibilities, hence lack of curriculum coverage. The study concluded that there is a lack of policy on curriculum coverage; and that teachers need to employ new strategies to improve teaching and learning. The study recommended that SMT should design a policy on curriculum coverage.

Keywords: *Managing, teaching, learning, promoting, SMT, curriculum coverage, teachers*

Introduction

Curriculum management is defined as “managing systems and procedures as well as people to ensure successful learning and teaching to promote increasing levels of learner achievement” (DoE, 2009: 5). A number of designated school managers such as principal, deputy principal and departmental heads constitute the School Management Team (SMT). Furthermore, one of the responsibilities of SMT members is to manage curriculum delivery. Moreover, SMT occupied the leadership role in the school in promoting teaching and learning. (Milondzo & Seema, 2015: 8). This includes making sure that positive school culture is evident: the functionality and the smooth day- to- day running of the school is well taken care of. More so, those operational schools strive for discipline, good governance, availability, and productivity of teachers (NEEDU, 2018: 25).

Internationally, particularly in England, head teacher's leadership remained the major driving force and underpinned the school's increased or sustained effectiveness and improvement (Day & Sammons, 2014: 25). According to Day and Sammons (2014: 25), head teachers of most of the schools made sure that performance and actions, achievement and sustainability of success were the same in all countries and all school phases, irrespective of size. The head teachers were on the same page when it came to management of curriculum.

In the context of Kenya, Education resource centres around Kenya employed tutors to visit schools and met with groups of teachers, to discuss best practises; and curriculum management (Van Westhuizen, 2010:190).

In South African schools, the principal is the senior curriculum manager. He/ She should have a view of the whole curriculum and is accountable for the standards of education in a school (Middlewood, 2003: 66). This means that the principal should make sure that each learner receives curriculum of similar quality. However, Employment of Educators Act 76 of 1996 assigned the deputy principal the responsibility for curriculum and pedagogy to the deputy principal, who also deputises the principal in his absence. Departmental heads as curriculum middle managers are responsible for academic stream such as Science, Commerce, Humanities and Languages. The position of departmental head is intermediate between senior managers and class teachers (Coleman, 2003: 83). Everard and Morris (1990: 23) regard curriculum middle managers as "those teachers who have the responsibility for planning, organising, leading and controlling the work of teachers. The Department of Basic Education places the responsibility of planning, supervising and controlling the work of teachers squarely to curriculum middle managers. In schools, which are too small to qualify for departmental heads, or schools are too big, some teachers act as junior curriculum managers and are called Grade heads or Subject heads. The role of such teachers is run meetings in relation to grade or subject curriculum issues (Coleman, 2003: 84). Such meetings should be held regularly where the progress in teaching and learning features prominently on the agenda (DBE, 2010: 4). In such meetings, SMT would be able to notice if the teacher is pace is too slow which may lead lack of curriculum coverage.

Lack of curriculum coverage, which may also be because of high absenteeism rate, bunking of classes, poor curriculum management in general by SMTs and other challenges, impact negatively on learner attainment. According to The Employment of Educators Act 76 of 1998: Section 3(c), the principal should assign teachers duties other than the ones enshrined, but in executing those duties, teachers should make sure that the overall amount of scheduled time was not diminished leading to a negative impact on curriculum delivery, since inadequate utilization of time could show a symptom of poor management (Van der Westhuizen, 2010: 191). From the argument above, it could be posited that, for curriculum to be covered, all teachers had to be on time on task at all times.

Background To The Study

One of the important traits of school management is leadership (Milondzo & Seema, 2015:2). Godden (1996:10) asserted that good leadership generally in education and schools, is an important aspect of promoting teaching and learning in schools. In South Africa, policies such as the South African Schools' Act (1996) were developed with an aim of improving leadership in schools through collective participation of all stakeholders in the leadership

process. According to Muijs and Harris (2003), good leadership affects positively on management. Therefore, Milondzo and Seema (2015: 22) noted that the SMT members had multiple roles. Besides acting in the place of parents (in terms of section 6(2) of the Children's Act, No 38 of 2005) and as curriculum managers and developers, they are chief executive officers, chief operational officers, human resource officers and chief education officers. It may be argued that the functionality and smooth day-to day running of the school is the sole responsibility of the SMT. For things to be operational; it is their responsibility to ensure that discipline and good governance take place. For teachers to be available and productive, the SMT must be behind them. For good performance and a positive school culture to be evident, it is the sole responsibility of the SMT. However; it was observed that the SMT's were not aware of these roles as asserted earlier on.

SMT members occupy a leadership role in the school in promoting teaching and learning (Milondzo & Seema, 2015:8) as indicated earlier on. This means that curriculum management being the sole responsibility of the School Management Team (SMT), some other roles of the SMTs in managing curriculum include monitoring of teaching and learning in the classroom. For this reason, all educators understand that implementation of classroom management requires lots of time, work and energy, right from the start (Van der Horst & McDonald, 2007:65). On the other hand, Kruger and Van Schalkwyk (1993:6) showed that classroom management signifies the activities that enable the core remaining tasks of teaching and learning to take place efficiently; they are a means to the effective execution of education and the teaching task of the educator. Veenman, Venter and Post (2000:45) were also of the view that recognising the value and worth of students enables the SMT and educators to establish a professional and positive approach to teaching.

In this study, the role of the school management team (SMT) in promoting teaching and learning was investigated. Learners in secondary schools perform poorly because of poor teaching and lack of curriculum coverage. However, it seemed as if SMTs did not know their role in managing teaching and learning, in particular on the issue of curriculum coverage. The question was not whether teachers taught or not, but rather, did they cover the curriculum? Another area of concern was the ability of SMT has to manage curriculum coverage as expected.

In Ghana, schools underperformed due to inadequacies in teachers' conceptualisation of educational purpose (Akyeamong, Pryor & Ampiah, 2006: 160). Teachers just issue learners with information and learners are required to rote learn it. According to Akyeamong *et al.* (2006:160), the teachers' failures rather than successes were exposed and these demoralized them. Teachers did not reflect on their experiences and did not develop a more sophisticated account of teaching and learning. It is reported that continuous assessment did not work in Ghana; assessment for marks rather than for learning prevailed in this country (Akyeamong, 1997:24). Teachers should have been encouraged to practise informal assessment and use it directly to organize and promote teaching and learning. It could be argued that in Ghana, teachers were left to their own devices without any support from seniors. It seems as if there were no SMT has employed, since there is no mention of them. If the SMTs were in existence, it may furthermore be suspected that they did not execute their duties. Therefore,

the education system, with particular reference to policy development, urgently needed review.

In the South African context, in 1997, the Department of Basic Education introduced the outcomes-based education (OBE) system to overcome the curricular divisions of the past. The intervention in the inherited curriculum was the most systematic attempt at changing “what was taught” and “how it was learnt” in public schools (Wydeman, 2000). However, the lessons learnt during the implementation prompted the department to review the curriculum in 2000. In 2002, this led to the Revised National Curriculum Statement (RNCS) Grades R-9 and the National Curriculum Statement (NCS) Grades 10-12 of the Department of Basic Education (DBE). Other challenges led to further reviews in 2009. In 2013, the National Curriculum Statements (NCS) for Grades R-12 was introduced. The curriculum of South African schools is thus enshrined in the National Curriculum Statement (NCS) Grade R-12. The NCS Grades R-12 represented a Policy Statement for teaching and learning which also comprised of the following:

- Curriculum and Assessment Policy Statements (CAPS) for all approved subjects.
- National Policy Pertaining to the Programme and promotion requirement of the National Curriculum Statements Grade R – 12 and;
- National Protocol for Assessment Grades R – 12.

CAPS suggested which topics to be taught per phase, per grade, per term, and for how long. This is found in the Annual Teaching Plan (ATP) within the CAPS document. The aim of the ATP was to provide information to teachers on the topics, the content and how long should both the topic and content be taught. Furthermore, it outlined what and how assessment should take place. It was the responsibility of the SMT to manage the curriculum delivery- to make sure that teachers taught and learners learnt as per the content of the ATP. Furthermore, SMT should monitor progress of teachers by frequently checking on their work. However, according to Horvathova (2015: 22) most teachers taught about 50% of the scheduled lessons they were supposed to teach in a year. Furthermore, Horvathova (2015:22) posits that schoolteachers predominantly in rural schools covered either too much or too little content without considering the pace of the students. It seems as if many educators seemed not to know when and what to teach since they certainly did not cover the curriculum.

Bush (2009:370) asserted that in Limpopo, although there were good practices in schools, SMT's lacked the capacity to manage curriculum delivery. Instead of acknowledging their shortfalls with reference to poor performance, SMT has rather blamed learners and their previous schools and parents (Bush, 2009; 370). According to Bush (2009:371), SMT's argued that underperformance is caused by socio-economic challenges faced by most of the learners instead of supporting the learners. This situation motivated the need for a study to investigate the role of SMT's in promoting teaching and learning, since the SMT was using the blame game rather than executing their duties and responsibilities. Even though the Employment of Educators Act (EEA) stipulates the duties and responsibilities of SMT's, it seems that little has been done in implementing such. Class visits, securing meetings, controlling learners' books, quality assuring lesson plans, managing curriculum coverage, moderating assessment tasks both formal and informal are some of the duties and responsibilities of the SMT, which had not been implemented. Other responsibilities of

SMT's are to support, evaluate and develop teacher quality. School leaders need to be able to engage in teacher monitoring, evaluation and professional development.

In the context of Waterberg district, Milondzo and Seema (2015: 6) posited that SMT's did not conduct class visits because of non-cooperation by teachers. Milondzo *et al.* (2015:2) further alluded that resources were available but were not utilized to improve learner performance. According to Milondzo *et al.*, if teachers attended professional development programmes, the SMT would allow teachers who stayed behind to cover the periods of those who attended. Whilst school-based assessments (SBA) are not executed as per the schedule in place, curriculum coverage is apparently also not monitored (Milondzo *et al.*, 2015:6). It may be argued that SMTs in the Waterberg district know some of their roles; however, there are challenges they faced which have to be addressed. As for curriculum coverage management, it seems as if they did not regard managing the curriculum as one of their responsibilities. Should the SMT have been capacitated on managing curriculum coverage, then teachers would have taught all the content expected to be taught. Furthermore, the SMT would realise if teachers had a content gap in a subject and would be able to plan for development accordingly. It is hoped that this study will assist the Department of Basic Education to produce knowledgeable, skilful, competent and responsible adults.

Theoretical Framework

In this study, Henderson's (1992:6) Ethically Based Model of Inquiry on reflective practice has been used. The theory concerns reflective practice; and it illustrates what characterises reflective practice. Henderson explains what a reflective manager should do and how a reflective manager is supposed to be. This theory is appropriate to the study since the characteristics of a reflective manager should be the same as those of SMT members of Secondary schools in Warmbad circuit in the execution of their duties and responsibilities. According to Henderson (1992:6), reflective managers (since they are also teachers) must master the content of the subject, and should have the passion to teach and for the management of the school. For this study, it means the SMTs should have the intensive knowledge of their job description; the leadership styles and is able to implement them effectively and appropriately. He (Henderson, 1992:6) further indicates that reflective SMT should be good in time management, discipline, psychology, instructional methods, instructional methods, interpersonal communication and learning theory. An effective manager in promoting the teaching and learning agenda should possess these traits. The SMT's should also be able to reflect on their personality, decision-making and consequences of their actions (Malatji, 2016:81).

Reflective practice

The following dimensions within the reflective model are distinguished to assist the SMTs in executing their duties and responsibilities:

The ethics of caring

According to Henderson (1992:14), to care as a teacher is to be ethically bound and compelled to know the students one teaches. Therefore, the ethics of care respects the range of multiple talents and capabilities of all individuals regardless of cultural, intellectual, or gender differences. This means that greater value should be on the dignity of all persons. The teacher has to be eager for clarification, interpretation and contribution of what students' say,

irrespective of whether it is right or wrong. This confirms that teachers have to listen attentively and assist students. Teachers and students should communicate openly and honestly with one another for effective teaching and learning and co-operate with one another (Farrel, 2008:25).

For this study, SMT should care and provide support to teachers and learners. SMT members in this regard would have to give a hearing to the teachers and respect their inputs. Through these caring experiences, the teacher develops an understanding of caring practices, which he can then apply towards his own life and relationships (Nguyen, 2016:3). SMTs have the responsibility to lead by example. Positive relationships should prevail where honesty, open communication and working togetherness are the order of the day. It can be further argued that the management team should make sure that all activities within the school are aimed at developing intellectual, moral, psychological and emotional concerns of the learners (Nguyen, 2016:4). Furthermore, SMT members in Warmbad circuit should see themselves as reflective practitioners who not only play a role of a monitor rather as advisors and supporters.

The constructivism approach to teaching

In a dimension, Henderson (1992:15) points out that the relationship between what is taught, students' experiences and their personal needs and interests are considered (Henderson, 1992:15; Collins, 2010:45). Students are regarded as active participants rather than inactive recipients of knowledge. Teachers using a constructivist approach place emphasis on big concepts, student questions, active learning, and cooperative learning as they interweave assessment with teaching. A constructivist approach seeks to connect theory to practice and views a learner as 'thinker, creator, and constructor. For this study, it implies that the SMTs should be aware of what actually happens in the classroom with regard to teaching and learning and this can only happen through conducting class visits. SMTs should also know the kind of teachers and learners they are working with. Their experiences and interests should have considered. This will help the SMTs in identifying the support they should provide to both teachers and learners.

Artistic problem solving

Artistic problem solving refers to "imaginatively adapting the curriculum to meet learners' background, interest and needs" (Shuell, 1990:540). Henderson (1992:16) argued, "Reflective teacher seeks to adapt the curriculum to students' background, interest and needs, seek new strategies to involve their students and constantly employ flexibility to produce quality education". Similarly, Shuell (1990:542) posits that of different methods that characterized teaching and learning, a "problem solving" is most consistent with understanding of meaningful learning. This could mean that SMT in selecting the leadership styles should consider the characteristics, past experiences and needs of the people they are managing. For example, Management of the school should strive to know the people they work with in terms personality and character. This would assist in maintaining good working relationships for better performance. In addition, SMTs should employ good problem-solving skills through their encounters; create an environment where all stakeholders are given a chance to air their views. Employing good problem-solving skills means that SMT should reflect on their work and try to understand the cause of problem, so that it can be solved.

Furthermore, teachers should be given a chance to discuss with their seniors, the problems encountered in the classroom.

Research Methodology

This study used a qualitative approach. According to Flick (2013), qualitative approach is the interested “in analysing the subjective meaning or the social production of issues, events, or practices by collecting non-standardized data and analysing texts and images and rather than numbers and statistics. Qualitative approach cannot be characterized by the superiority of certain methods over and above others. It does, however, presuppose different understanding of research in general and this goes beyond the decision to use a narrative interview (Flick, 2013). Qualitative approach helped the researcher to get into deeper understanding of the role of SMTs in promoting teaching and learning.

Research Design

A qualitative case study design was used in this study to explore the role of SMT members in promoting teaching and learning. A case study is defined by Babbie (2007) as the in- depth collection examination and presentation of detailed information of some social phenomenon, such as a participant, a township, school, family or a juvenile gang. By looking at range of similar and contracting cases, a researcher could understand a single- case, finding, grounding it by specifying how, where and why it carries on as it does (Miles, Huberman, and Saldana, 2014). A case study design was preferred in this study because the researcher believed that it would be capable of yielding new insights and illuminating meanings into the problem under investigation.

Population and sampling

Due to the research design of this study, namely, case study design, three secondary schools were selected purposefully from 7 secondary schools in Warmbad circuit. The population of this study were principals, deputy principals and departmental heads from the three selected schools. It consisted of 70 SMT members. Furthermore, purposive sampling was used to select the most experienced SMT members from the three schools. A total of 9 members of SMT from the three selected schools (three from each school) constituted a sample.

Data Collection

Data was collected through individual semi-structured interviews and document analysis. 9 SMT members were interviewed, while all listed document for analysis were gathered.

Problem Statement

The incapacity of the SMT in understanding their role in managing teaching and learning in grade nine classes in the Warmbad circuit, demands urgent attention by the entire education system. The SMT's are important role players for the successful management of curriculum coverage in schools. SMT's should execute their curriculum coverage management practices effectively and efficiently. However, in the Warmbad circuit, SMT's appear to struggle with the managing of curriculum coverage, which affected teaching and learning. Lumadi (2013: 218) argues that the key role of the SMT is to motivate staff members to articulate and debate on collective interpretation of how the curriculum should be taught and how learning should take place. This study therefore investigated the role of SMT's in promoting teaching and learning with the aim of assisting the SMT in executing their responsibilities.

Research question

- What is the role of school management team in promoting teaching and learning?

Results

The results of this study are summarized to under the following themes: **ensuring that curriculum is covered; challenges experienced from teachers, which affected negatively on teaching and learning; causes of non-coverage of curriculum; and strategies to improve teaching and learning** which are used to guide the discussion below:

Ensuring that curriculum is covered

The existence of schools is for provision of teaching and learning. However, teachers as they perform their duties, have the responsibility to cover the curriculum before learners can be assessed at the end of the year. Therefore SMTs should make sure teaching and learning takes place as it is supposed to be. When asked what the roles of SMT s to ensure curriculum coverage, all the nine participants; **MA, MS, ML, MH, MU, MR, MK, MI and MN** indicated in their responses that they have the responsibility to supervise teaching and learning:

"I supervise teaching and learning. I ensure that class activities are undertaken. I am also monitoring class attendance of educators through the HODs. I always move around, checking that in every class, there is an educator and effective teaching and learning is taking place as is expected. We cannot just assume that teachers go to class and teach and learners learn. Therefore, we have to really ensure that really teaching and learning takes place. I ensure quality of formal and informal tasks before being administered".

From the above response, it is clear that SMTs know and execute their roles to supervise teaching and learning, in order for curriculum to be covered.

Challenges experienced from teachers which impacted negatively on teaching and learning

Teaching and learning is the core business why schools exist. However, teaching and learning is not as effective and efficient as it is supposed to be in some schools. This means that SMTs could still be having challenges when managing curriculum delivery.

When asked about the challenges faced when managing teaching and learning, **ML** shared that:

"The first one is absenteeism, late coming, bunking classes, not controlling learners' books, not preparing lessons. Sometimes when you request their CASS files, you are going to struggle to get it because it is not yet prepared. Most of them do not even have the preparation files and without the preparation files, you will find out that they are not following the pacesetter. They do not even check their annual teaching plans. There is no proper time management and most of the time no homework is given to the learners".

From the above response, it is clear that SMTs are experiencing challenges from teachers.

Causes of non-coverage of curriculum

Curriculum coverage has been shown to be an important variable to explain learners' academic progress. This means that the more curriculum covered by teachers, the greater the progress would be made by learners in the classroom. On the other hand, learner attainment is not as expected which could imply that SMTs do not ensure curriculum coverage by teachers.

When asked what are the reasons for teachers not to cover the curriculum **MA** and **MI** uttered condemning statements that when teachers are absent, no catch-up plans are developed, and indicated that:

“No recovery plans for absent teachers. As a school we have come up with a way of saying if you are absent, you must come up with a catch up plan but you will see that majority of the teachers are dodging that especially when they realize that their HOD is not hands on in terms of monitoring what they do and do not do in class. So, they dodge wherein you only realize as the Principal when you are checking, as I said in terms of content coverage; when you check at the end what has been covered and what has not been covered you find that why is this class having such a little amount of work. When you go to the HOD and when the deputy concerned goes to the HOD to check what is happening, why is this class suffering like this and then you find that no, the teacher was absent for many days and then what happened to the catch up? You find that there is no catch up”.

From the above response, it is clear that high rate of absenteeism without catch-up plan is one of the reasons that cause teachers not to cover curriculum.

Strategies to improve teaching and learning

Schools are the most vital social institution in any advanced society. Its effectiveness should be a concern for learners, teachers, parents, managers and community. Hence, teaching is the main way of achieving this. This means it is through good teaching that the school can be regarded as functional and performing. When SMTs were asked to share their views, on how can they improve teaching and learning participant **ML** and participant **MH** responded by saying that:

“There is a need for all to change the way we do things and put much effort to our work”.

Based on the above response, suggestion is made that all staff members should improve on the way they do things. This shows willingness to accept new ideas so that teaching and learning may be improved.

Discussion

The results of this study were summarized under the following sub-themes: **roles and responsibilities of SMTs; lack of commitment; lack of curriculum coverage; and ways to improve teaching and learning.**

Roles and responsibilities of SMTs

The study confirmed that the following duties are to be performed by SMT's: teaching; protecting teaching and learning time; and planning. The duties and responsibilities of all full-time teachers who are school-based are enshrined in the Employment of Educators Act No 76 of 1998. The work done by teachers includes tasks done during the formal school day and those outside the formal school day. Teachers are expected to perform the following core duties: teaching per scheduled time; relief teaching; extra and co-curricular duties; fulfil supervisory and management functions; planning, preparation, and evaluation; and professional duties like attending or scheduling meetings, workshops and seminars. However, each post level of teachers within a school has different duties and responsibilities. Many of the researchers from the literature review in chapter 2 indicated that the main role of SMT's

in promoting teaching and learning is that of instructional leadership. Instructional leadership signifies those actions, which SMT members should take to promote teaching and learning (Moonsammy-Koopasammy, 2012:140; Bush, 2007:391; Van De Venter & Kruger, 2008:245). The researcher agrees that SMT's should perform these duties as indicated.

Lack of commitment

Full commitment among staff members is a prerequisite for the success of teaching and learning at any school (Maponya, 2015:44). In relation to that, the PAM document highlighted that teachers should plan, prepare and assess the learners they teach. However, the study indicated that some teachers choose to conduct classes without planning and preparation. Although the study indicated that SMT's provide teachers with files to keep curriculum documents available, including lesson plans, because of lack of commitment, teachers do not keep the files. As indicated by Mbali and Douglas (2012:529) late arrival and absenteeism of teachers and learners are rife in the South African schooling system. These results in reduced time for teaching and learning; giving rise to a lack of curriculum coverage. Some teachers report late for work and then leave early. This means that teachers ignore their core responsibility of being at school for not less than seven hours per day (DoE, 1998:45). Therefore, the study supports the idea that teachers should be called upon to develop catch-up programmes, and SMT's should ensure by monitoring that implementation takes place.

Lack of curriculum coverage

The study revealed that teachers do not cover curriculum due to various reasons. For instance, teachers do not cover curriculum because of ill health; making slow progress with the work; and due to a content gap. Curriculum coverage has been shown to be an important variable to explain learners' academic progress. This means that the more curriculum covered by teachers, the greater the progress that is made by learners in the classroom. The Annual Teaching Plan (ATP) in CAPS documents (2011:12) indicate topics, content to be covered and the duration of each component. Furthermore, in chapter 2, it was argued that the culture and climate of a school determines the attitude and behaviour of staff and learners towards instruction and learning (Hallinger & Leithwood, 1998:110). This means that for curriculum to be covered, teachers should possess a positive mind and passion towards their job. The literature review indicated that some schools effectively monitor curriculum coverage. Mngomezulu *et al.* (2015:90) suggested that to determine whether teachers give learners adequate written work, mark the work and provide learners with feedback, SMT's should access learners' books to verify the process. However, the study found that there is no school policy which regulates how often should SMT's monitor the coverage; or to check how many informal tasks are completed by learners per week, and so forth. Even though the study revealed that the district provides schools with guidelines for informal tasks, there is no evidence of the implementation of those guidelines.

Interventions to improve teaching and learning

The study revealed several interventions that can be put in place to improve the teaching and learning. For example, motivation of teachers and learners; introduction of e learning; and employing a differentiated method of teaching are strategies that can improve teaching and learning. This means that teachers should be flexible and apply new ways to improve the quality of teaching. It further implies that teachers should be motivated to accept and employ new methods of teaching. It can thus be argued that SMT members should ensure all possible

ways to motivate teachers to embrace change and move away from the old way of doing things. Promoting learning and achievement of learners remains the main aim of school education, and teaching remains the best way of achieving this. Therefore, teaching and learning are what ultimately make a difference in the mind of a learner, and thus affect knowledge, skills, attitudes and the capacity of young people to contribute to the wellbeing of society. This means that teachers should try their best to make teaching as effective as possible. Becoming an effective teacher involves seeking out input that will enable one to reflect on and improve on teaching and learning that take place in a classroom (Brookfield, 1995:73). This means that a teacher should at some point allow stakeholders involved in the teaching process to assess him or her with a view to improvement.

Conclusion

The study concluded that for an SMT to be effective, important documents such as PAM, NPPPPR and NPA, should be readily available and at teachers' disposal. These documents will assist them to be conversant with issues pertaining to their work when managing curriculum delivery. The study also concluded that to ensure that effective monitoring and supervision take place, SMT's should improve the quality of tools and request all parties to append signatures as evidence that feedback was provided; record discussions and decisions taken during meetings. For quality teaching and learning to take place; it was concluded that subject or phase or departmental policies; should be developed which would regulate all activities in curriculum delivery.

Furthermore, the study concluded that impediments to effective teaching and learning, such as absenteeism, bunking of classes etc, should be solved immediately and appropriately, and culprits should be held accountable for this unethical behaviour. Moreover, the study concluded that policy to regulate the movement of teachers, including absenteeism; bunking of classes and late coming and early departure should be developed and implemented urgently. The study concluded that managers should improve on consequence management.

The study concluded that teachers do not cover the curriculum because of various reasons. The study concluded that there is a need for development of policy on curriculum coverage. The study concluded that teachers should plan for lessons, which will be accommodative to learners' needs since learners have different cognitive levels. The study then concluded that since schools needed the technology for the implementation of the e-learning strategy, SMT's should advise the SGB to improve the school's infrastructure, especially in terms of connectivity and increasing technological provision to cover all learners and teachers. The study concluded that there is a need for SMT has to organize workshops to capacitate teachers on the implementation of e learning and differentiation. The researcher thus developed a model to assist teachers to be effective in introducing new methods of teaching.

Recommendation

The study recommends that:

- SMT's of all schools should design a curriculum coverage policy for all subjects, which will guide curriculum coverage and have a compulsory adherence status. The presence of this policy should improve curriculum coverage and therefore learner performance. The policy should clearly state subject requirements, pass requirements, number of topics to

be covered within a particular time; number of informal activities to be administered by learners per week; and what should teachers do in case they fall behind.

- Principals should lead SMT's in designing user-friendly templates to monitor and report curriculum coverage by departmental heads.
- SMT's should use the results emanating from the monitoring process of curriculum coverage to inform the subsequent guidance and training needs to be provided to departmental heads and teachers.
- SMT's should adequately discharge their responsibility to monitor time on task and task on time.
- SMT's should effectively discharge their responsibilities to ensure, where appropriate, consequence management for staff members who do not perform their duties as required.
- CAPS workshops should be organized to capacitate or revamp the knowledge of classroom practice and management.
- In-service training should be conducted to support teachers in the GET band who experience a content gap.
- SMT's and teachers should be trained on e-learning as well as on differentiated instruction as strategies to improve teaching and learning.
- AIPF should be used to mould the attitude, beliefs and intentions of teachers to effectively perform their duties. The framework was composed to assist SMT members to manage and positively influence teachers' personal disposition on the work they had been appointed for; as well as on new methods of teaching to employ to improve learner performance. The model might be used to help teachers realize the importance of curriculum coverage, which will lead to improvement of learner performance.

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