Chapter 3
Roles of School Management Teams in Curriculum Delivery and Assessment in Primary Schools

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ABSTRACT

This chapter investigates the school management teams' views on managing curriculum delivery and assessment in primary schools at Germiston, Ekurhuleni South District in Gauteng Province, South Africa. The following research questions premise the study: What are SMTs' views on managing curriculum delivery and assessment strategies at primary schools? The study applies a qualitative research methodology, which is explorative and descriptive. Five primary school SMTs based on their managing teaching experiences in the Germiston area, at Ekurhuleni District are purposefully selected for interviews. The study's findings summarized as strategies that contribute to the effective management of curriculum assessment, the role of the school assessment teams in managing curriculum assessment, and teacher competencies and attitudes to the effective managing of curriculum assessment in classrooms.

INTRODUCTION

Management is the body of knowledge, skills, and expertise that must be applied in ways demanded by the organisation in which the individual manager is working and in ways demanded by the environment in which activities are conducted. The knowledge, skills, and expertise required include achieving goals and objectives through people; for people; making a profit and delivering performance; using scarce resources; planning, organising, controlling, and accounting for resources; improving and developing

products, services, and processes; and coping with change and uncertainty (Pettinger, 2012). This study investigated School Management Teams' views on managing curriculum delivery and assessment strategies in primary schools at Ekurhuleni South District in Gauteng Province, South Africa.

Management is the planning, leading, organising, and controlling of all human and capital resources of an organisation to ensure that all the business objectives of the organisation are accomplished (Kruger & Ramphal, 2009). Management activities are undertaken to assist organisations in achieving their goals (Coleman & Earley, 2005). The term "management" refers to getting things done effectively and efficiently through and with other people (Hellriegel, Slocum, Jackson, Louw, Staude, Amos, Klopper, Louw, Oosthuizen, Perks & Zindiye, 2012). Ferreira, Erasmus, and Groenewald (2013) maintain that management involves determining standards so that managers and employees can measure performance against predetermined criteria. One of the quality management features is the standardisation of policies, procedures, systems, and processes.

There is now an expectation that schools, and other educational institutions carry out regular reviews of their activities, sometimes to the extent of preparing a document that assesses their performance against their objectives. International research suggests that the quality of teaching and assessment plays the most significant role in schools and their management to influence learner performance (Menter, Elliot, Hulme, Lewin & Lowden, 2011).

BACKGROUND

The Department of Basic Education established the Curriculum and Assessment Policy Statements Ministerial Project Committee to develop a single comprehensive and concise curriculum and assessment policy statement for Grade R to Grade 12 as recommended by the Report of the Ministerial Committee. These Curriculum and Assessment Policy Statements would provide clear guidelines on what teachers ought to teach and assess on a grade-by-grade and subject basis (Department of Basic Education, 2010). At the beginning of 2010, subject-based teams were selected by the Department of Basic Education Ministerial Committee to work on developing new curriculum documents based on simplification, improvement, and clarification (Department of Basic Education, 2011). The curriculum documents contained the Curriculum Assessment Policy Statement guidelines for all subjects for implementation in 2010, presenting new planning, teaching, and assessment approaches.

CONTEXT OF THE PROBLEM

School management teams face the challenges of managing curriculum delivery and assessment in schools to report learner performance and progress to the relevant stakeholders. This situation encouraged the researchers to formulate the following problem question: How is curriculum delivery and assessment managed in primary schools at Germiston, Ekurhuleni South District?

This study sought to explore and determine how curriculum assessment is managed in primary schools at Ekurhuleni South District. The following specific objectives guided the study to achieve the above questions: to establish the strategies that contribute to effective managing of curriculum delivery and assessment. To determine the role of school assessment teams in managing curriculum delivery and

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