


Chapter 14

Role of School Management Teams in Planning of Curriculum Delivery During and After the COVID-19 Pandemic

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ABSTRACT

School management teams (SMTs) plan school teaching and learning curriculum. Through the desktop research method, this chapter investigates the role of SMTs in planning the curriculum delivery during and after COVID-19. It focuses on the role of SMTs in planning the mode of curriculum delivery, reviewing learning materials, setting plans on the transition to online teaching and learning, controlling curriculum issues, and encouraging a predictable annual routine during and after COVID-19. The chapter also discusses challenges faced in the planning of curriculum delivery during and after the COVID-19 pandemic. Further, it provides suggestions on strategies that can assist teachers in improving the delivery of the curriculum. Finally, the chapter concludes by explaining the available different modes of delivering the curriculum. Thus, the chapter aims to investigate the planning of curriculum delivery during and after the COVID-19 pandemic as one of the roles of school management teams in education.

INTRODUCTION

Planning helps School Management Teams (SMTs) maintain order in delivering the curriculum and other learning activities. Meier and Marais (2012) indicate that SMTs that schools run smoothly through planning, organising, directing, leading, and controlling activities. School Management Teams plan to

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continue delivering the curriculum during the COVID-19 Pandemic and the envisaged post-pandemic period. COVID-19 is a crucial adaptive and disruptive obstacle in the delivery of the curriculum. Taha, Abdalla, Wadi, and Khalafalla (2020) contend that the sudden transition from traditional teaching to exclusively online education has required much preparation and other efforts to be done within a short space of time.

SMTs represent responsible for the proper functioning of the school and consist of the principal, the deputy principal(s), and heads of departments. They oversee the planning, organisation, leadership, and management of a school's activities. SMTs are mandated to efficiently and effectively manage school resources. SMTs should respond quickly to the rapid spread of the Pandemic, bearing in mind the geo-cultural contexts of their schools. The curriculum delivery plan of a school defines the goals and expectations of the curriculum, mode of teaching and learning, addresses the needs of different learners across grades and time of the year. This plan should be consistent with the curriculum documents of the system showing the content to be taught and the time for the delivery of the planned materials. The curriculum implementation plan should be introduced to the whole school and should be shared with relevant stakeholders.

In curriculum delivery, the deep understanding of concepts, values, and ideas in learning is given high priority. The process of teaching and learning shall foster the ongoing development of cross-curricular skills and qualities, including teamwork, critical thinking, problem resolution, and evaluation. The curriculum implementation plan of a school reflects goals and expectations embodied in the overall purpose of teaching and learning. A curriculum delivery plan represents a school's shared vision and offers a structure for implementing the desired curriculum. This chapter is designed for student principals, deputy principals, heads of departments, and teachers. However, a wide range of other practitioners such as pre-service teachers, administrators, researchers, curriculum designers, and policymakers may benefit as well.

Chapter Objectives

The objectives of this chapter are to:

- define School Management Teams (SMTs), curriculum, curriculum delivery, planning, and explore the challenges faced by SMTs in the planning of curriculum delivery
- explain the role of School Management Teams in curriculum delivery, planning the mode of curriculum delivery, reviewing learning materials, setting plans in the transition to online teaching and learning, controlling curriculum issues, and encouraging a predictable annual routine during COVID-19 and the envisaged post-pandemic period;
- identify resources that can be used in delivering the curriculum to foster learner learning during COVID-19 and the envisaged post-pandemic period.
- Describe different strategies that can assist teachers to effectively provide the curriculum and explain the different modes of delivering the curriculum to learners.
- Discuss potential ideas for instructors to improve curriculum delivery and plans for how to provide the curriculum via online teaching and learner assessment during and beyond COVID-19.

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