The Operating Practices of School Management Teams: A Study of Three Schools in East London, South Africa

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at the

The University of Fort Hare

By

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ABSTRACT

Globally, School Management Teams (SMTs) are now well-embedded in schools. These teams were borne out of a variety of factors. Firstly, there was a growing demand on principals to move away from an authoritarian type of leadership to a more participative and collaborative type of management style. Secondly, the trends towards devolution of power or school-based management meant that new strategies towards educational management were needed. Experience, supported by the literature, reveals that although SMTs are expected to be key contributors to leadership in schools, their working practices and relationship of members in the management team are not well known. This study therefore focused on the operating practices of SMTs. Three primary schools were studied. The research process was anchored on the interpretive paradigm. This led to the crafting of research methods, which would assist in an understanding of what was happening in the everyday practices of SMTs in the schools concerned. These included questionnaires, interviews and document analysis.

The findings show firstly, that all three schools had working SMTs. Secondly; they embrace the team concept in an effort to improve their overall effectiveness. Thirdly, because they were actively involved in crafting their schools vision and mission statements they are committed to a common goal. Fourthly, it appears that their decision-making

processes are based on consensus rather than voting. Lastly, as a result of varied factors, there were differences in responses on SMTs knowledge and application of government educational policies.

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Thanks go to my family and friends for their ongoing support which means a great deal to me. Special thanks to my wife, Georgenia, children, Chirwyn, Geanaine and Ashante for always being there for me.

In conclusion, I would like to thank my Creator, for without Him, all of this would not be possible.

Dedication

I would like to dedicate this Dissertation

to my late father

Sebarney Adams

and

my mother

Maureen Adams

who taught me my first words

Declaration

I declare that The Operating Practices of School Management Teams: A Study of Three Primary Schools in East London, South Africa, is my original work and has never been submitted by me or any one else at any university for any degree. All the sources that have been quoted have been indicated and acknowledged by means of complete references.

Clyde Glenith Graham Adams

Signature

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ACRONYMS

SMT	**School Management Team**
SGB	**School Governing Body**
EMD	**Education and Management Development**
SSG	**Staff Steering Group**
SADTU	**South African Democratic Union**
NUE	**National Union of Educators**
SAOU	**Suid Afrikaanse Onderwysers Unie (South African Teachers Union)**
SD	**Standard Deviation**
SASA	**South African Schools Union**
PFMA	**Performance and Financial Management Administration**
IQMS	**Integrated Quality Management System**

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CHAPTER 1

Introduction to the study

1.1 Introduction

Botha (2006:341) notes that during the past 20 to 30 years, there has been a major shift towards greater self-management and self-governance in educational institutions throughout the world. The core of these changes had at heart a process of democratization in the ways in which schools were to be governed and managed. As a result, the demands on principals increased and they had to turn to some form of team structure to assist them in managing the schools. In South Africa, it is expected of principals to form a School Management Team (SMT) to assist in the management functions of the school. Little is known in educational literature about the operating practices of SMTs and it is the intention of this research to address this issue.

This study is primarily about how School Management Teams (SMTs) in three primary schools, East London, South Africa, operate. Schools selected had an enrollment of more than 700 learners. It included one former Model C, one former House of Representatives and one former Department of Education and Training primary schools. My reason for

this selection was that it offered me the opportunity to research schools that differed in type, context as well as geographical location. They also had more than 10 teaching staff members as well as four levels of promotion posts. The reason why I did not select rural schools was because their numbers were usually less then 700. The reasons therefore were more a question of resource constraints.

1.2 Background to the study

South Africa, until recently had a school system characterized by hierarchical and authoritarian structures and cultures. Donahue (1997:209) points out that the system was authoritarian in its forms of control – highly centralized with little initiative at school level. "As South Africa emerges from the years of struggle against apartheid, its people face the challenge of transforming a society weakened and corrupted by misrule, mismanagement and exploitation into a vibrant and successful democracy" (South Africa 1996:11).

In light of the above situation and against the background of the recommendations outlined by the Hunter Committee Report (Gultig, Ndhlovu and Bertram 1999:3) and other national policy documents, the Minister of Education appointed a Task Team on Education Management Development in February 1996 (outlined in chapter 2, page 23), to

investigate ways of institutionalizing strategies for education management development in South Africa. The Education Management and Development (EMD) Task Team (as cited in Gultig, et al) pointed out that the *Changing Management to Manage Change* report suggests the need for a more participatory and reflective management style in South African schools. The EMD Task Team goes on to argue that good management is an essential aspect of any education service, but that its central goal should be the promotion of effective teaching and learning in schools and that the task of management at all levels is ultimately the creation and support of conditions under which teachers and their students are able to achieve learning.

The report further touches on the fact that, while the vision for the transformed education has been set out in policy frameworks and new legislation, the system is still shaped by the ethos, systems and procedures inherited from the apartheid past. In the report, it is argued that the crisis in schools could be attributed to the lack of legitimacy of the education system as a whole. This lack of legitimacy has led to poor management and to the collapse of teaching and learning. The system of education governance has resulted in school heads being unprepared for their new role as "chief executives" (South Africa 1996:18).

The Task Team believes that the primary focus for any new approach to management must be the school and its community. It is in schools that the culture of teaching and learning must be recreated. The South African Schools Act places us firmly on the road to a school–based system of education management: schools will increasingly come to manage themselves (*Ibid*: 28). One step towards building self-managing schools was through SMTs. It was expected that SMTs would work as teams in managing schools. Schools were expected to develop the capacity to manage themselves. Furthermore in seeking to improve the quality of teaching and learning, education management must be more supportive than directive. This means that all organs of the school should work collaboratively to achieve the intended goals. In other words, this approach should involve all staff and stakeholders and should inform all management processes and outcomes in the school setting. Planning becomes the prime responsibility of senior staff and community representatives, translating school policies into action through shorter development plans (*Ibid*: 30). Therefore schools should map out their plans and develop short term as well as long term strategies in order to fulfill these plans.

From the above developments it has been argued that Education management development initiatives in South Africa seem to fit into three paradigms. These include the scientific education management, with its

emphasis on control orientated tasks and personnel functions, education management with its emphasis on developing leadership and organizational skill for school effectiveness and thirdly governance and management with the emphasis on governance and change management. Recently, due to the influence of British and American literature on school effectiveness and quality, there has been a shift in approach towards the education management paradigm. Instead of focusing on control and delegation functions, courses now emphasize issues such as leadership, organizational development and Total Quality Management (Mc Clennan 1993:51). This places SMTs at center stage because they are ultimately the implementators of any new approaches. SMTs need to work out action plans, based on prescribed educational policies and regulations to take their respective schools forward. It is with the interpretation of these educational policies and regulations where there could be possible problems. SMTs may interpret it differently and this could lead them on a wrong path. It is therefore essential that the education department provides the necessary training in any new approaches.

The new policy framework is based on a belief that our schools, and therefore our country, can only prosper if they are guided by new forms of governance, which emphasize the interrelatedness of different stakeholders in the education process (South Africa 2001:c-2). It also

states that governance in education is concerned with relationships between people: individuals, interested groups, direct stakeholders and institutions and structures in the education system.

Wallace and Huckman (1999:2) argue that participatory management by means of an SMT offers potential to bring principals much needed support. The authors also argue that synergy may be achieved where all members combine their energies in working towards a shared goal. Wallace and Huckman go on to make the point that not only are the principals empowered through the assistance of colleagues, but so too are other SMT members who are able to contribute to management decisions that reach beyond the boundaries of their individual responsibilities. SMTs are by their very nature a team and need to be distinguishable from a group or other loose association of individuals. Larson and LaFasto (as cited in Wallace and Huckman 1992), give this broad definition of a team: "A team has two or more people; it has a specific performance objective or recognizable goal to be attained; and coordination of activity among the members of the team is required for the attainment of the team goal or objective" (*Ibid*: 6). If we assume that managing schools through SMTs contributes to quality education in primary schools, it becomes important to know what SMTs do, and how they carry out their tasks.

1.3 Problem Statement

Given the expectation that SMT's should be partners in leading and managing the school, in line with national and provincial educational policies, to execute a new form of governance, SMTs are faced with the challenge of helping to transform the education system into a democratic and effective one. SMTs have a huge task, which includes the managing of schools as well as managing staff with the purpose of promoting effective teaching and learning. Despite these challenges, as well as all the guidelines and policies, little is known in South Africa on how SMTs operate in practice.

1.4 The purpose of the study

This research attempted the following:

- To explore the strengths and challenges of working as an SMT
- To explore the workings of SMTs
- To identify the role principals play within SMTs

1.5 Research questions

This study investigated the operations of School Management Teams (SMTs) in primary schools. The research questions were as follows:

- How do SMTs in selected primary schools operate?
- How do they work as teams?
- What strengths and challenges do they encounter?

1.6 Methodology

This research was based predominantly on the interpretive paradigm. The success of the research depended a lot on my skills of communication, interpretation and observation. This research focused on the experiences of principals, senior educators as well as educators.

Data collection and analysis were informed by qualitative techniques as shown by Cohen, Manion and Morrison (2000), including tabulation to summarize findings. Questionnaires were given to principals to enable data collection on Principal's, Head of Departments and Educators

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perceptions of teamwork and its effectiveness. Semi–structured interviews were conducted with selected SMT members. Given the different backgrounds of South African Schools, the three data collection methods used elicited the necessary responses to give us an answer to the research questions.

I analyzed and examined the minutes of SMT meetings to verify the data collected from other methods, (triangulation). I realized that this was sensitive material and that access had to be negotiated.

I used structured questionnaires to generate data from principals. The advantage of this type of questionnaire was that there was a clear structure, sequence and focus. Close–ended questions allowed me to measure more accurately sensitive topics. It was also quicker and easier for both respondents and the researcher.

I made use of semi-structured interviews. The use of the interview in research marks a move away from seeing human subjects as simply manipulable and data as somehow external to individuals, and towards regarding knowledge as generated between humans, often through conversations (Kvale 1996, as cited in Cohen et al: 2000). I interviewed principals, Deputy Principals and the Heads of Department of the different schools. This was done to ascertain the feelings of the members

of the SMTs. The semi-structured interviews made data analysis simple. This allowed for greater depth and comparability because the respondents answered the same questions. It also reduced researcher bias because several people were interviewed.

1.7 Motivation for the study

Education is one of the most, if not the most important vehicle, that should be used in transforming our country from the huge racial disparities in relation to access, resource distribution and quality of provision. Numerous policies have been issued with a view to changing our education system for the better. SMTs, as part of a new form of governance, are charged with the implementation of these policies and an understanding of their impact may inform future policymaking.

This research may also unearth particular practical problems that schools experience which hinders them in improving their development. As a young democracy, our country also needs second and third layer leaders and a theoretical and practical knowledge of how SMTs operate in practice. SMT structures could be very useful in building them.

1.8 Site of the study

This case study of three schools was carried out in the Province of the Eastern Cape, South Africa. The Eastern Cape has been described as the province in South Africa that faces many challenges. It is a poor province which includes many rural areas. These areas have a severe lack of infrastructure and limited resources. I feel although unsubstantiated, that apartheid had the worst impact educationally, on the Eastern Cape, than on any other province in South Africa. Many fathers had to leave their homes to go to other provinces in order to seek for work. This left families to be attended to by women who had to see to the physical well-being of their siblings. Education was thus not a priority for many. With the apartheid government not interested in the education of non-whites the barriers for many seems unbearable. Education management practices were characterized by authoritarian structures. The establishment of SMTs was one of the strategies used to introduce a more collaborative approach to school-based management.

1.9 Outline of the study

Chapter 1: This is the introductory chapter that aims to set the scene for the study. This is where the background to the study, approach to the

study, the purpose of the study, research questions and the motivation for the study are outlined.

Chapter 2: Reviews of the literature about SMTs as well as the theoretical framework that focuses on SMTs. It explores global and South African literature on teams and teamwork within the social context of a school. It also reviews some research on how teams work, in identifying gaps which this study will seek to fill.

Chapter 3: This chapter focuses on the research methodology and design used in this study. It describes the orientation of the study, an explanation of the design of the study, the structure of the investigation and the research methods used. The theoretical underpinnings and arguments for the research design, instruments and the entire process of data collection are explained.

Chapter 4: This chapter encompasses the reporting of the results, analysis and interpretation.

Chapter 5: This chapter consists of a general discussion. It also contains personal views and interpretations regarding the research results.

Chapter 6: This chapter gives a summary and conclusion of the whole dissertation based on the findings. It also highlights the main ideas from the literature review, methodology and data analysis and interpretation chapters. Furthermore, it also includes possible further research that might follow from the findings of this study.

CHAPTER 2

Literature Review

2.1 Introduction

In recent years, there has been growing literature examining the changing roles of and demands on principals. Related to this is the tendency towards devolution of power towards school-based team management practices. In the South African context, collaborative management by School Management Teams (SMTs) is a relatively new concept which found its way into National Department discourse in the mid 1990's. The work of the Task Team instituted by the then Minister of Education in February 1996, was to investigate ways of institutionalizing strategies for education management development in South Africa.

This chapter explores global and South African literature on teams and teamwork within the social context of a school. It also reviews some research on how teams work with a view to identifying gaps which this study will attempt to fill.

2.2 Global views on Participative or Collaborative Management in Schools

According to Gaziel, participative management is not new in the literature, but in the last decade captured the interest of many managers in both private and public institutions. Some of the factors that stimulated this interest include the following:

- a deeply rooted and growing discontent with leadership in educational institutions;
- the apparent dysfunction of bureaucratic systems;
- the apparent success of participative management in Japanese and American industries and in a growing number of school systems;
- the endorsement of the team concept by professional associations of school administrators; and
- a growing body of evidence from research that reveals significant advantages attributable to participative decision-making.

(Gaziel 1992:153)

If one considers all these factors, it is understandable why the management team concept sounded attractive. Gaziel (1992:153) makes the point that although these developments are evident in the professional literature, little in the way of hard data or empirical evidence is available to establish the extent to which changes have found their

way into practice. Following this line of thinking I was curious to find out what the operating practices of SMTs in South Africa were. This is the identified gap in our knowledge base about SMT work that this research endeavored to explore.

Evans (1998:417), who researched the effects of SMTs on teacher morale and job satisfaction, remarks on how the challenges facing principals led to the implementation of SMTs in primary schools. The author comments on increased power and responsibility, teacher appraisal, as well as the pressure to keep abreast of current educational issues. This has caused a need for delegated responsibility, shared decision-making and thus policy making has prompted the implementation of organizational teams to cope better with the job. The demands on schools to be successful place pressure on them to reflect on different strategies to stay competitive.

Wallace and Huckman (1996:309), who used a postal survey of headteachers in large primary schools in Wales to determine the prevalence of SMTs, suggests that the idea of an SMT is catching on and appears to represent a significant shift in management practice since the quieter pre-1988 Education Reform Act days. The authors note that the conventional wisdom used to be that Heads managed largely alone, and deputies, if given the chance, could contribute to

management. Nias, Southworth and Yeomans (as cited in Wallace and Huckman 1996:309) suggested that according to their findings Heads did share leadership tasks to some degree, but retained an exclusive level of authority where they alone carried the burden.

In order to seek answers on the impact of SMTs in a schools success, Rutherford explored the key role of SMTs in some Roman Catholic primary schools. The author asked two questions: Why are these Catholic primary schools successful; and what is the role of the SMTs in their success? The study was conducted by invitation to present a paper on SMTs and their responsibilities within schools. According to the author, the leadership of the Principal was constantly reinforced by his findings as the key to a school's success, but nothing was said about the leadership responsibilities of the senior management team. He points out that little research was done to explore the characteristics of a successful senior management team in a primary school (Rutherford 2002:447 - 448). He concludes that the success of these schools owes a great deal to their commitment to the Catholic faith. He also alludes to other factors such as the Principal, the collegial cultures and shared leadership that they had developed in their schools. He further points out that the Principals "... demonstrate a value-driven, contingent approach to their leadership that balances the advantages and risks of a shared

leadership with their personal accountability for the success of their schools" (Rutherford 2002:457).

Ehrich and Cranston (2004:21) using the study of micropolitics to illuminate important aspects of school organizational life, in particular SMTs, observes that team-based structures in schools reflect the widely shared democracy ideology as well as a more instrumental belief that teamwork offers the potential to achieve outcomes that could not be achieved by individuals working alone. They define micropolitics as:

> power and how people use it to influence others and to protect themselves. It is about conflict and how people compete with each other to get what they want. It is about cooperation and how people build support for themselves to achieve their ends. It is about what people in all social settings think about and has strong feelings about, but what is so often unspoken and not easily observed
> (Ehrich and Cranston 2004:24)

In every organization there are groupings and Ehrich and Cranston refer to the internal power struggle between team members to implement their own agendas. This highlights some of the key notions of micropolitics with relevance to SMTs in schools, including power and authority, interpersonal relationships, trust and openness, collaboration and cooperation, covert as well as overt actions and goal achievement.

West (1999:189), who explored the influence of micro-political factors on school organization and management, argues that if we accept Ball's description of the school as an arena of struggle, then there will always

be a place for micropolitical analysis of how schools or SMTs work. Hoyle (as cited in West 1999:189) argue that micropolitics embraces those strategies by which individuals and groups in organizational contexts seek to use their resources of power and influence to further their interests. The SMT as a formal small group in schools is an example of an organization that could be studied through a micropolitical lens, because conflict, latent or actual could be expected. Therefore it could be helpful to have approaches that could help to precipitate, resolve or avoid such issues. West (1999:190) remarks that with the devolution of budgets to schools, coupled with the delegation of management and decision-making related to almost all matters concerning the school, reside now within the school. Ehrich and Cranston (2004:22) argue that school-based management and self-management trends throughout education systems around the world have been predicated on ideals of collaboration and the building and functioning of effective teams. It can be argued that to some extent, these changes have initiated changes in the locus of decision-making power.

Henkin and Wanat (1994:122) argue that shared decision-making through leadership teams is a conceptualization of group work important for school restructuring. They further believe that management team

configurations have been suggested as the single most effective way to deal with problems currently facing public schools. They claim that the utility of groups and teams is acknowledged by virtually every school of educational reform. Collaborative leadership and management through shared decision-making and teamwork are being seen as essential elements of restructuring.

Henkin and Wanat (1994:121) who researched problem-solving teams and the improvement of organizational performance in schools, argue that these types of teams play an important role with regard to organizational performance in restructured schools. The authors argue that the realities of restructured schools suggest the need to rethink traditional principles of organizational design in an effort to satisfy new demands. The utility of groups and teams is acknowledged by virtually every school of educational reform and also includes the devolution of authority to the school site.

In an ongoing attempt to investigate the team concept, Cardno (1999:1) explored the potency of teamwork as a vehicle for organizational learning. He argues that whilst the nature of teamwork presents possibilities for team learning to shape cultures that value and act on feedback to improve quality, a baseline survey of team incidence and practice highlights a paradox. The author makes the point that there

appears to be a tension between the demand, on the one hand, that teams make significant decisions and demonstrate accountability, while, on the other, there is evidence of a low emphasis on team review and development to create the conditions for team learning. Little time is spent on reflection, analysis and evaluation by school teams.

Gaziel (1992:153) who studied team management patterns and school effectiveness in Israel concludes that the most important aspect of management team approach is not only the establishment of a team structure, but also the implementation of a participative mode in the decision-making process. He stresses the importance of management team members be given the opportunity to share pertinent information and that they believe that their input is influential in the outcome of the decision. When the participation of group members is limited in helping to determine how to implement a decision made by someone of higher authority, the sense of equality and subsequent commitment to the decision is not fostered. It is important for individual team members to feel that their contributions are acknowledged and taken into account when decisions are made. They must not feel that they are there to rubber stamp decisions made by the principal. It will be interesting to see if the same 'feelings' will be raised during my research. From his studies, Gaziel (1992:156) deduced that management teams at schools adopting the participative mode of decision-making, scored higher in perceived

school effectiveness than schools that implemented the authoritarian mode of decision-making.

Wallace and Huckman focused on SMTs in primary schools in London to show how team approaches can be effective where members combine energies in working towards shared goals. In their book, they point out that principals are being forced through internal and external pressures to become more dependent on their staff through some form of team approach. Wallace and Huckman (1999:2) point out that sharing by means of an SMT offers potential to bring principals much needed support. They argue that although principals are empowered through the assistance of colleagues, a team approach may also have its downside; they warn that heads are placed at considerable risk if the team effort fails to perform effectively, because the ultimate responsibility remains that of the principals and the blame will accrue to him/ her. Gaziel (1992:153) points out that the management team has become an essential part of many schools. He argues that principals have each arrived at their own interpretation of the management team, because no standard version of this concept or formula for its effective use exists.

As previously mentioned, policy in South Africa encourages the principal to form a school management team (SMT). It is the task of the SMT members to work together to ensure that the school becomes a dynamic

environment for both learners and educators. The SMT is responsible for the day-to-day management of the school and the implementation of the school's policies. However, the principal holds ultimate responsibility for making sure that the work is done and she/he can choose how to share that responsibility with other SMT members.

To understand how SMTs function, it is worthwhile to explore the historical background of education management in South Africa.

2.3 Overview of the historical background on education management in South Africa

South Africa, until the late 1990's had a school system characterized by hierarchical and authoritarian structures and cultures. The education system was authoritarian in its forms of control – highly centralized with little initiative at school level. As South Africa emerged from the years of struggle against apartheid, its people faced the challenge of transforming a society weakened and corrupted by misrule, mismanagement and exploitation into a vibrant and successful democracy (South Africa 1996:11) As a result of the above situation, the Minister of Education appointed a Task Team on Education Management Development in February 1996 to investigate ways of institutionalizing strategies for education management development in South Africa. Their mandate

included the development of practical strategic proposals for improving education management capacity as well as coordinating and managing a country-wide education management development program. The Education Management and Development (EMD) Task Team report suggested the need for a more participatory and reflective management style in South African schools. The EMD task team continued by reiterating that good management is an essential aspect of any education service, but that its central goal should be the promotion of effective teaching and learning in schools and that the task of management at all levels, is ultimately the creation and support of conditions under which teachers and their students are able to achieve learning.

The report further touched on the fact that, while the vision for the transformed education system had been set out in the policy frameworks and the new legislation, the system was still shaped by the ethos, systems and procedures inherited from the apartheid past. In the report, it was argued that the crisis in schools could be attributed to the lack of legitimacy of the education system as a whole. This lack of legitimacy can be attributed to the authoritarian management and leadership styles of Principals, where little or no consultation between parents and stakeholders took place; similarly there was no consultation between the Provincial, District Offices and Schools. Schools were governed by

appointed school boards, which were not democratically elected. This situation led to poor management and to the collapse of teaching and learning.

The Task Team believed that the primary focus for any new approach to management had to be the school and its community. It is in schools that the culture of teaching and learning must be recreated. The South African Schools Act (1996) placed education firmly on the road to a school–based system of education management whereby schools would increasingly come to manage themselves. Under this type of management, school principals do not work alone, but in collaboration with the SMT, other staff as well as the wider school community. Gronn (as cited in Cranston and Ehrich 2005:80) notes that the emergence of SMTs has developed from a range of influences, which include the greater managerial complexity in school management and administration through a desire for collaboration. This underscores the importance of School Management Teams (SMTs) at schools. The current policy in South Africa encourages the Principal to form a SMT and it is to be made up of the School Principal, the Deputy Principal and the Heads of Department (South Africa 2001:B-2). Nevertheless, one does find that some schools co-opt senior staff members on to the SMT for a variety of reasons.

Although the conditions at schools differ, they will need to develop the capacity to manage themselves. In improving the quality of teaching and learning, education management must be more supportive rather than directive. This means that all organs of the school should work together.

All these developments in education envisioned a process of decentralizing decision–making in the way in which schools are governed and managed viz.

- Participatory and reflective management style
- Good management
- The promotion of effective teaching and learning in schools
- Creation and support of conditions under which teachers and their students are able to achieve learning
- Consultation between parents and stakeholders

The SMT, as one of the important organs of the school, best understands the need of its organization and local community and thus, has a significant role to play in the management of schools. This is in line with the Task Team proposal of a collaborative approach to education management. It should involve all staff and stakeholders and should inform all management processes and outcomes in an organizational setting. Planning, for instance, becomes the prime responsibility of senior staff and community representatives, translating school policies

into action through shorter development plans (South Africa 1996:30). Therefore it is important for SMTs in executing their core task to promote effective teaching and learning in schools, to consult with their parents and other stakeholders.

This way of thinking on educational management processes presents a complete paradigm shift from the past authoritarian system with its top down approach. The question arose if this collaborative or participative approach to management is being practiced in our schools, are our schools managed according to the new policies? What is the state of education management development in South Africa? A closer look at education management development in South Africa might share light on the matter.

Education management development initiatives in South Africa seemed to fit into three paradigms.

These include:

1. The scientific education management, with its emphasis on control orientated tasks and personnel functions,
2. Education management with its emphasis on developing leadership and organizational skill for school effectiveness,

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1. The scientific education management, with its emphasis on control orientated tasks and personnel functions,
2. Education management with its emphasis on developing leadership and organizational skill for school effectiveness,

3. Governance and management with the emphasis on governance and change management.

Table 2.1 is a summary of Education Management approaches in South Africa.

Table: 2.1 Education Management approaches in South Africa

Scientific Education Management (Control)	Education Management (Leadership)	Governance and Management (Facilitation)
Professionalism CNE Hierarchy and regulation Rule compliance Planning Organising Guiding Control Work Study Personnel Classification	Decentralization Devolution of power Performance Strategic planning Mission driven School Effectiveness Human Resources Management Customer Focus	Relationship building Recognition of diversity Participation and communication Responsiveness Balance and reconciliation Collaboration Change Management Support Negotiation

Source: (McLennan 1993:50)

Recently, due to the influence of British and American literature on school effectiveness and quality, there has been a shift in approach towards the education management paradigm. Instead of focusing on control and delegations functions, courses now emphasize issues such as leadership, organizational development and Total Quality

Management (McLennan 1993:51). This places SMTs at center stage because they are ultimately the implementers of any new approaches.

It can be argued that the introduction of SMTs is in line with the education management and governance and management paradigms for a number of reasons.

- The first is that in terms of the 1996 South African Schools Act, the professional management of a public school must be undertaken by the principal under the authority of the Head of Department.
- The second is that in order to contribute meaningfully to the transformation of education, it is no longer good enough for a principal to be only a good administrator, but he/she must also be a proactive leader and manager.
- The thirdly is that it is expected of principals to form a school management team (SMT) made up of senior level staff.
- The fourth is that it is expected that all stakeholders will participate in managing the school, but it is the school principal in collaboration with the SMT who end up taking responsibility for making things happen.
- The fifth is that the new educational context emphasizes transparency, responsibility, democracy and accountability and to allow people, who are involved in the school, to take part in decision making.

- The sixth is that the principal together with the SMT is responsible for ensuring that the policies agreed on by the School Governing Body are put into practice, that all areas in the school function effectively and that people work productively towards achieving the school's vision and mission.
- The seventh is that their formal authority and status will make them responsible for certain kinds of management functions.

(South Africa 2001:B-4)

Planning and Organizing refer more to the Scientific Control paradigm of McLennan because it is more focused on control and creating order through the development of function, line and staff organizational structures to ensure cooperation in the school. Delegating and Communicating involves people, building interpersonal relationships, motivation and therefore focuses more on the Education Management and Governance and Management paradigms.

One needs to assess if SMT members possess the necessary skills to competently fulfill their responsibilities which include planning, organizing, delegating, communicating and assuring quality. If not, they need to be empowered through staff development initiatives with the necessary support from the Department of Education, otherwise it might put unnecessary pressures on SMT members. The new policy

framework is based on a belief that our schools, and therefore our country, can only prosper if they are guided by new forms of governance, which emphasize the interrelatedness of different stakeholders in the education process (South Africa 2001:C-2). It also states that governance in education is concerned with relationships between people: individuals, interested groups, direct stakeholders and institutions and structures in the education system. While the School Governing Body formulates policy, the duty of the SMT is policy recommendation and implementation. Wallace and Huckman (1999:2) state that sharing by means of an SMT offers potential to bring principals much needed support. The authors also argue that a synergy may be achieved in which all members combine their energies to work towards a shared goal. They make the point that not only are the Heads empowered through the assistance of colleagues, but so too are other SMT members who are able to contribute to management decisions that reach beyond the boundaries of their individual responsibilities. Having looked at the context in which SMTs have been introduced in South Africa, it is now important to examine the nature of teams and teamwork.

2.4 Teams and Teamwork

SMTs are by their very nature teams and need to be distinguishable from a group or other loose association of individuals. SMTs present a

particular kind of team, but one needs to distinguish what constitutes a team. Wallace and Huckman (1999:6) offer this broad definition of a team:

"A team has two or more people; it has a specific performance objective or recognizable goal to be attained; and co-ordination of activity among the members of the team is required for the attainment of the team goal or objective". The authors also cite the complimentary definition by Katzenbach and Smith: "A team is a small number of people with complimentary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves accountable" (cited in Wallace and Huckman 1999:6). If one unpack this definition it could mean that team members should use their combined skills in order to reach a shared vision. Also a too large a team might hamper the decision-making process.

Ehrich and Cranston (2004, p.22) allude to Cardno's beliefs that the use of teams is connected to collaborative management notions and that "teamwork is important because it has both idealistic and practical dimensions. Ideally, it is connected to values of cooperation and collaboration, while on a practical level it provides the means for functional groups to carry out tasks in self-managed school structures". Therefore it is of the utmost importance that teams should have a

common purpose and should place the team's interest above individual member's interest.

Decision-making shifts from a value-driven approach to one founded on consensus and consent. The approach creates the opportunity for principals to draw on other levels of support. It should involve all staff and stakeholders and be integrative in so far as it informs all management processes.

The authors suggests that what makes an effective team a distinctive entity is the synergy arising from complimentarity of its members contributions, entailing shared commitment extending beyond goals and their achievement, to acceptance of mutual responsibility for the teams performance. They continue by pointing out that teamwork refers to collaboration within the SMT to realize a jointly held purpose, although it should be noted that collaboration does not necessarily mean the experience is always successful. SMT members may share a commitment to reaching a policy decision, but disagree strongly about its content (Wallace and Huckman 1999:7).

To achieve consensus on policy decisions, Naxon and Sistrunk's (as cited in Gaziel 1992:154) define a management team as a group of specialists who work formally under a senior member of the team and

who, working together as a team, discharge their decision-making responsibilities within the organization. What characterizes such a team is the participation of the members of the school staff in the decision-making process. This entails that not only is decision-making restricted to the SMT, but all staff at the school participate in the decision-making process regarding policy. In addition, they also cite Woodcock and Francis's (1981) definition that the management team is a task-oriented group representative of the important subsystem of the organization, which interacts and shares some organizational roles within a formal role structure, with mutual influence between the two (Gaziel 1992:154). Gaziel points out that the management team is a formal part of an organizational structure, and is legitimized by a formal policy that establishes the team. For SMTs to work together effectively and efficiently and in the context of self-managing schools, the issue of participation and collaboration needs to be explored as a way for members of the school community to realize the vision of the school.

McDermot (1999) (as cited in Moyo 2004) has argued that teams can be great vehicles for learning and sharing knowledge in the sense that:

- Team members can build on each other's ideas and deepen their thinking and insights.

- Teams can provide a safe environment in which people can collectively reflect on their experiences and the implications of those experiences for the organization.
- Within the context of a knowledge ecology education district, teams can be built that consist of a people from different departments and professions such that they share knowledge needed to achieve identified goals.
- By working together in close proximity over an extended period, teams develop a rhythm, rapport, common identity and trust that vastly improve their ability to build on each other's ideas towards the solution of problems.

Despite these advantages and applicability to new post bureaucratic organizational McDermott (as cited in Moyo 2004) raised a number of limitations that teams can have. These include:

- Teams can become new "silos": it has been reported that people in team-based organizations often complain that they have trouble getting information from other teams. The very thing that makes teams work well can easily lead to two related learning disabilities; isolation and team myopia.
- Teams can get isolated: Concentration on team goals can lead to team isolation in the sense that even when team members fully

intend to share knowledge with other teams, team goals often pull so strongly on people's time, that they simply cannot find the time to do so.

- Isolation can lead to team myopia: It is argued that when teams are isolated or lose touch with other teams they get into the habit of rejecting ideas from outside and lose the ability to generate new ideas and, thus become myopic.

Despite these weaknesses, teams and teamwork in education management is part of post-apartheid policy. Therefore it is important for teams to be aware of these potential debilitating limitations in their operations. Teamwork is in line with collaborative and participative management ideas. I will briefly discuss these two important concepts.

2.5 Participative or Collaborative Management: Why?

Participative management is not new in literature, but has captured the interest of many managers in both private and public institutions within the last decade (Gaziel 1992:153). Some of the factors stimulating this interest include the following, which were also applicable to South African schools:

- a deeply rooted and growing discontent with leadership in educational institutions, which in the South African context was seen in many cases to be illegitimate and authoritarian;

- the apparent dysfunction of bureaucratic systems, especially with so many different departments based on racial segregation;
- the apparent success of participative management in Japanese and American industries and in a growing number of school systems;
- the endorsement of the team concept by professional associations of school administrators; and
- a growing body of evidence from research that reveals significant advantages attributable to participative decision-making

(Gaziel 1992:153)

If one considers all these factors, it is understandable how the management team concept sounds attractive. Gaziel (1992:153) makes the point that although these developments are evident in the professional literature, little in the way of hard data or empirical evidence is available to establish the extent to which changes have found their way into practice. Little is known on the dynamics of SMTs in practice. The power struggle, the challenges of working as a team as well as their impact on teaching and learning are all not well known. The concept of participative management is especially vital in our young democracy.

In a similar vein the EMD task team proposed an integrative and collaborative approach to school management for South Africa. Moloi (2002:79) defines collaboration as labouring together, working jointly with others, especially in an intellectual endeavour. She continues by pointing out that the restoration of the culture of teaching, learning and management involves the creation of a culture of collaboration and accountability: accountability, in the sense of the development of a common purpose among learners, educators, principals, and parents, who espouse mutually, agreed and understood responsibilities.

Moloi (2002:82) emphasizes that collaborative practices are crucial, as schools mirror certain norms, values, and belief systems of distinct communities and are therefore part of a bigger social, political and economic system. She further points out that any endeavours towards educational restructuring should be viewed within the broader context of societal reconstruction, within which our schools function. It is especially true in a country like South Africa with its past history of apartheid education. Any change needs to take into account the dynamics of the community in which schools find themselves. Many teachers in South Africa will bear testimony to the fact that the hierarchical and authoritarian ways in which schools were organized impeded their ability to change the way they taught. The current situation is not much better even though we do not have apartheid laws governing education in

South Africa: "the uncertainty, dissipation, dissatisfaction and difficulties that are the legacy of apartheid education make the problem of transforming the school into a learning organization even more complex" (*Ibid*:82).

Although the 1996 South African Schools Act advocates a democratic educational system to encourage collaborative cultures in the school, it is accompanied by an atmosphere of uneasiness, anxiety and tension because of the enormous changes taking place in education (*Ibid*:82). The author suggests that these challenges require a purposeful, committed workforce, which has the capacity to work under such strenuous and trying conditions: hence the need for more collaborative and co-operative working and learning cultures. The SMT is supposed to facilitate conditions that will lead to collaborative and co-operative working and learning cultures. Having established that SMTs as teams, have an important role to play in the creating of collaborative and participative management, it is important to take a closer look at it.

2.6 SMTs: What are they and how do they work?

2.6.1 SMTs:What are they?

DuVall and Erickson (1981:63) note that people have different interpretations of SMTs. Some of the definitions include dealings with

who compromises team managements, whilst others deal with functions of the team and still others define management teams by their relationship to decision making.

The author's points out that some definitions state that any concept of team management must have three components i.e.

- the principle of supporting relationships,
- group problem solving and decision making methods, and
- high performance goals as a basis of operation

There are still other definitions which state that a management team

- is a task orientated group ...
- representative of the important subsystems of the organization, which holds some organization roles in common,
- interacts to a formal role structure, and
- Has a sort of reciprocal influence over one another

(DuVall and Erickson 1981:63)

It is clear that there is no widely accepted definition of SMTs. DuVall and Erickson (1981:63) offer this definition: "a group whose role is formalized and legitimized and whose purpose is problem solving and/or decision making". In South Africa, it is through educational policy passed that SMTs came into being (see page 25). It differs from the past that it is

now not only the principal that makes decisions but the SMT as a formal grouping in the school.

Most schools embark on a course of team management because of the possible advantages it might bring. It allows principals to work in a democratic and participatory way to build relationships as well as involve others in the decision-making process. Whether the quality of the decisions would be better than those made by individuals is an open question. Hopefully my research will help to bring some clarification.

2.6.2 Some Research on how Teams work

DuVall and Erickson (1981:64) define three primary ways in which teams can operate, namely the Consensus Mode, the Centrist Mode and the Majority Rule or Democratic Mode. They explain it as follows:

Under the Consensus Mode the team attacks a problem and wrestles with the issue until every person on the team can accept a solution. This does not mean that every person will agree that the proposed course of action is the best, but everyone must at least find it possible to live with the recommended solution. Evidence suggests that participants generally are satisfied and that the quality of decisions is high.

With the Centrist Mode, the team simply provides reactions and suggestions to one decision-maker. At the outset, this person must establish that he or she will retain the right and the responsibility for making the decision. The purpose of the team is to suggest alternatives, to interact with the decision-maker and to look for unanticipated or unintended consequences of any proposed actions. Consensus is not reached nor is it expected, but evidence suggests that participants are satisfied and that the quality of decisions is high.

The Democratic mode produces less satisfaction among participants than the other two modes. While this is contrary to common beliefs about democratic administration, this model is open to the development of political pressures among participants, the development of coalitions and for doctrinaire attempts at persuasion. Those who vote with the majority are on the winning side and are satisfied with the decision. Overall participant satisfaction is lower as is the quality of the resulting decisions because it represents a political rather than a problem-solving perspective on issue resolution.

Although this article is quite a few years old, it would be interesting to observe if current practice differs much from these methods.

SMTs may be regarded by some stakeholders as being divisive and authoritarian and it would be meaningful to consider the perspectives of the different stakeholders.

2.7. Teacher's perspectives of SMTs

Turnbull and Mee (2003:373) researched teacher's perspectives of SMTs. They explored the contextual issues facing management team implementation, operations, and power distribution. Their study unearthed the following six issues:

- *Participation from a teacher's perspective*

The data suggested that problematic scheduling of SMT meetings could have lessened participation by some staff members. For example, teachers in one school reported that their management team meetings were conducted during school hours, which made it impossible for teaching staff to attend. They also felt that often decisions were made prior to staff input or discussions and opposition from staff was not going to change what already had been decided.

- *Problems with information sharing*

Teachers expressed concern that minutes and other information from management team meetings often were not shared with the staff as a

whole. The data suggested that efficiency of communication among staff, teams, and administration is, in part, contingent upon the available resources and school level capacity, more so than intentional withholding of information.

- *Us and them*

The possible causes of the 'us and them' sentiments among teachers likely derive from systematic problems within the school and are most certainly complex and multifaceted. Teachers have traditionally had peer relationships and power hierarchies have existed primarily as years of experience or expert – novice differences rather than traditional management hierarchies.

- *More training and more effective state help*

Issues related to training were a sign that SMT members were in new territory and lacked experience with their roles and responsibilities. The call for more training should be a red flag to evaluators that teams feel that their performance could improve; it is likely that teams in this situation are being pressured from within or externally to perform better.

- *Making decisions about what*

The primary purpose of school management teams is to improve school-level decision-making by involving multiple voices from the school community. It would be important to determine who has responsibility for

and control over core school decisions versus the less essential day-to-day decisions.

- *No tolerance for complainers*

Teachers in the study reported concerns about being labeled as nonconformists when they voiced concerns about SMT decisions. Similarly, those who questioned team decisions were given the message that they were being uncooperative and non-team players.

Turnbull and Mee (*Ibid*: 373) acknowledge that the six issues represent the perceptions, feelings, and concerns of teachers directly involved with school management teams. They point out that although it may not be generalizable to other schools but it may be possible that it could reflect the types of concerns that would be voiced by other teachers and team members working under similar participatory school governance models. The challenge for SMTs would be to take these issues into account in their operation. There would be challenges e.g. SMT members in primary schools having less non-contact time in relation to their secondary school counterparts, none or very little support from the Department of Education, and improving the school-level-decision-making skills of SMT members, but a way must be found to overcome these problems.

2.8 Principal's perspectives of SMTs

Rutherford (2002:447) researched the views of some Head teachers of Catholic primary schools in Birmingham about their SMTs. Questions they asked included the responsibilities and role of the SMTs as well as the involvement of SMTs on school improvement. Some of his findings include the following:

- A lack of consistency in the structure of the SMTs; In some schools it consisted of only the Head teacher and the deputy. This would not necessarily be the case in this research because the structure of SMTs is prescribed
- The variety in structure was also reflected in their styles of working and responsibilities. The SMT meets to discuss issues, and thereafter take it to the whole staff for the final decision. One principal felt that it was sometimes necessary to be assertive. Another felt that whilst the SMT concentrate on the bigger picture, it liberates the rest of the teachers to focus on their own classroom management and teaching
- Some of the Head teachers argued that the term SMT was hierarchical and divisive, and set up a Staff Steering Group (SSG) which included the Principal, the Deputy and four other members of staff. The same principal indicated that the advent of SMT has allowed for all perspectives in the school to be represented. He even argued for non teaching staff members to be represented. One would

argue that it might be a duplication of the School Governing Body structure. On the one hand there might be some grounds for the divisive and hierarchical argument depending on the way the SMT functions. Nevertheless, it is not debatable that SMTs could be of great assistance to principals.

This was what Wallace and Huckman (1996:318) had in mind in their investigation of whether SMTs were Head teachers' solution to the complexities of post-reform management. The following responses came from the principals on what makes an SMT a success or a failure:

- They stressed the importance of a clear definition of roles and objectives.
- Establishing a shared SMT culture to bring in different perspectives within a framework of shared beliefs and values accounting to a common vision for the school.
- Fostering positive attitudes among other staff towards the SMT.
- Ensuring efficient SMT organization.
- Allowing occasional flexibility of SMT membership to capitalize on staff expertise.
- Establishing effective communication with other staff.
- Poor communication and ill-defined roles and responsibilities.

- Reluctance of SMTs to assume a leadership role especially when they have to reject a value they might have held as class teachers in favour of a managerial value.
- Constraints on timing of SMT meetings because of the lack of non-contact time.

In the context of the South African situation, little has been formalized in the practical operation of SMTs as mostly this is determined by the management style of the principal and the context of the school. With this in this research will investigate SMT operation as portrayed by schools from the different ex –departments.

2.9 Guidelines or principles for the operation of SMTs in Schools

Ehrich and Cranston (2004:26) identified five key issues or pointers that may be linked to either facilitating or inhibiting the effective functioning of SMTs in schools. Whilst acknowledging the difficulties in establishing guidelines or principles for the operation of SMTs in schools, they offer a number of ideas:

First, the roles and objectives for individual members and an SMT must be clearly defined. This includes the main purpose of the team; how well

these are understood by all team members; and the specific roles of members in seeking to achieve these purposes.

Second, the competency, credibility and commitment of SMT members should be ensured. Important matters include a need to ensure that members are in the best position to make certain decisions; a willingness to seek and reflect on feedback regarding their performance from key stakeholders, particularly as a focus for improvement and learning; and, a willingness to ensure they are making decisions in the best interests of the students, consistent with the educational goals of the school.

Third, a shared culture, values and beliefs and effective team work processes among members of the SMT should be developed. Important matters for SMTs to consider include the values and beliefs of individual team members and their correlation or otherwise with those of the school; the receptivity of individuals and the team overall, to different and challenging ideas; the sharing of power and decision-making shared among all members of the group; the attention given to development of team members' interpersonal skills to make teams work; and, whether there is a culture of trust and support among the team.

Fourth, quality relations with other staff must be developed so that communication with them is effective. Important matters for SMTs to

consider here include: adopting practices such that the operations and deliberations of the SMT are transparent; presenting a united view on decisions taken by SMTs; ensuring the wider staff have opportunities to both input in decision-making processes as well as having access to information about such processes and their outcomes.

Lastly, learning opportunities available should be ensured for members of the SMT so that they can operate competently. An important matter here for SMTs to consider is the need to identify, acknowledge and address their learning needs (individual and well as whole-team) to ensure that individuals as well as the team, all contribute to the SMT.

2.10 Conclusion

From the literature review one can safely deduce that most educationalists are in agreement that teamwork is an important facet in building schools. The concepts of collaborative and participative management were supported by most. It became clear that the old authoritarian style of management would not be beneficial for the improvement of educational and management practices. It is especially true of South Africa with its past of a top down approach. In a country that is still in the process of re-building it is important that all stakeholders need to be consulted.

These are the crucial areas within which SMTs should operate and will inform the main focus areas for the research methodology. This research will endeavour to contribute to a better understanding of the issues as shown by the literature review.

The research methodology underpinning this study will be discussed in the next chapter.

CHAPTER 3

Research Methodology and Design

3.1 Introduction

This chapter focuses on the research methodology and design used in this study. The theoretical underpinnings and arguments for the research design, instruments and the entire process of data collection are explained. I will start with the orientation of the study followed by an explanation of the design of the study as well as the structure of the investigation and the research methods used.

3.2 Orientation of the study

In an on-going effort to grapple with the problem of knowledge, different paradigms have emerged over time. Denzin and Lincoln (1998) define a paradigm as a basic set of beliefs, a world-view that guides the actions of a researcher. It encompasses three elements. One is epistemology which asks the question of how we know the world; the second element is ontology, which raises basic questions about the nature of reality, and methodology which focuses on how we gain knowledge about the world. A researcher's epistemological and ontological positions constitute his or her orientation to the research process.

According to Babie and Mouton (2004:7), in the world of everyday life we produce and use knowledge of different kinds which enables us to cope effectively with our daily tasks. This is knowledge we have acquired through learning, experience and self-reflection. This is usually referred to as lay knowledge and we are not too concerned about the truthfulness of every claim made. Scientists on the other hand, use methodical and rigorous methods in their search for truth or truthful knowledge. Mouton (as cited in Babie and Mouton 2004:7) refers to this as the epistemic interest of science. Here, truthfulness is being used as a synonym for validity and scientists accept claims to be truthful or valid if there is enough evidence to support such claims. In social research, the concepts of truth, validity and evidence are highly contested. Dennscombe (2002:199) warns, following Popper that "Evidence can never prove that a theory is right, absolutely and for all time ... theories, however valid and worthwhile they appear to be at the moment, could be shown to be false at any time in the future ...". From Dennscombe and Popper it can be seen that academic research has philosophical foundations which are based on the researcher's epistemological and ontological positions. Over time social science has been influenced by these.

The two main traditions influencing educational research are positivism, which believes that the world is external and objective and that the researcher should focus on 'facts out there' to be discovered through scientific method and rationalism which believes that the world is socially constructed and that the researcher should focus on meanings attached to various situations and actions. These traditions suggest that there are different kinds of 'truths' and 'validity' depending on which paradigm one uses. The interpretive paradigm that informs this research falls within the latter.

The interpretive paradigm posits that the world, including educational organizations and groups like SMTs are socially constructed. Research operating in this framework, therefore, focuses on social interactions and the meanings attached to them. Revealing these meanings enables participants to peer into their own belief systems, attitudes, assumptions and ideologies underlying their practices. Guided by this perspective questionnaire, semi –structured interviews and document analysis were used in order to uncover meanings, perceptions and an understanding of the operating practices of SMTs.

As outlined in chapter 1 page 8, this study sought to discover how SMTs functions as teams. In this regard the interest was on uncovering what happens in an everyday work situation by deploying an interpretive

project. According to the interpretivist perspective, people attach meanings to everyday activities undertaken within the school. Different meanings may be attached to an activity, such as an official meeting, with intended and unintended consequences and this 'meaning' is what distinguishes human action from that of objects. The inquirer must grasp the meanings that constitute that action, in other words, determine what meaning the respondents attached to their actions. Guided by this orientation to research, I set about formulating a research design that would enable me to achieve my purpose.

3.3 Research Design

Terre Blanche and Durheim (1999:29) define a research design as a strategic framework for action that serves as a bridge between research questions and the execution or implementation of the research. McMillan and Schumacher (2001:163) define a research design as a plan for selecting subjects, research sites and data collection procedures to answer research questions. From the initial idea the researcher would need a plan of action in order to realize his study. It is similar to when a builder uses a plan in order to build a house. This will be the plan the researcher would use to guide him in seeking answers to his research questions, the path he needs to follow and the procedures needed to

collect data. For the purpose of this study, a case study design was used.

3.3.1 What is a Case Study?

Stake (as cited in Patton 2002:446) argues that a case study is not a methodological choice, but a choice of what is to be studied. It could be studied analytically or holistically, entirely by repeated measures or hermeneutically, organically or culturally and by mixed methods. Patton 2002:446) argues that well-constructed case studies are holistic and context sensitive and that cases can be individuals, cultures or as in the case of this study, an organization. The author further argues that cases are units of analysis and what constitutes a case, or unit of analysis, is usually determined during the design stage and becomes the basis for purposeful sampling in qualitative enquiry. In this study, I formulated the questions first and from there determined what the most appropriate unit of analysis would be. Schools, and in the case of this study, members of SMTs were the logical choice.

Case studies are the preferred strategy when 'how' or 'why' questions are being posed, when the investigator has little or no control over events and when the focus is on a contemporary phenomenon within some real-life context (Yin 1994:1). This study (as outlined in chapter 1,

page 8), asked the following questions: "How do SMT's operate?" and "Why do they operate in the way they do?" After reviewing the literature, in order to develop more insightful questions about the topic, I decided on a case study design.

According to Yin (1994:9), the traditional prejudices against case studies are that investigators have allowed equivocal evidence or biased views to influence the direction of the findings and conclusions. The author points out that it could be because investigators sometimes are sloppy and people have confused case study teaching (where case study materials may be deliberately altered to demonstrate a particular point more effectively) with case study research. The author also remarks that a second concern was that case studies provide little basis for scientific generalization and third concern was that they take too long. The point is that the purpose of a case study unlike that of a survey is not to generalize. It is to learn from a particular case. What is learnt may or may not be applicable to other similar cases.

3.3.2 Description of cases

Apartheid led to an education system characterized by racial, regional and gender inequality as well as ideological distortions in teaching and learning. The neglect of the quality of African education, combined with a

rapid increase in numbers of students, led to the disintegration of learning environments and the death of a culture of learning in many black schools. Schooling was structured in a racial hierarchy: white schools were the key beneficiaries of resources and black schools were the most disadvantaged. In African schools, the inadequate supply, low qualifications and poor morale of the black teachers took its toll, creating despondency and apathy in many school communities. Although schools are not divided along racial lines anymore, a history of privileged or lack of it still characterize different types of schools.

The cases selected for this study were ex-model C, former House of representative and former Department of Education and Training. These cases served the purpose of the study in the sense that all of them had an enrolment of more than 700 learners. This guaranteed that they would have at least 10 staff members as well as four levels of promotion posts. All cases also had a functioning SMT.

SMTs, depending on which school they are managing, have different challenges. It is for this reason that I have decided to select schools which differ historically. It offered me the opportunity to research schools that differ in type, context as well as geographical location. The characteristics of each case are outlined below.

3.2.2.1 Case 1: Ex- Model C

During the apartheid years, these schools catered exclusively for white learners. It seems as if ex-model C schools are better resourced, have a lower learner-educator ratio, supportive parents as well as a well-functioning School Governing Body. Members of their SGB are in most cases highly literate and with professional backgrounds in legal and financial aspects. They are also portrayed, with merit or not, as schools which have excellent control of their academic, sport and cultural programs. School fees at these schools are significantly higher, which enables them to acquire most of the commodities necessary to run a school more effectively. Ex-model C schools have long waiting lists which allow them to select the best possible learners for their schools. This also allows them to complete their planning for the following academic year earlier.

3.3.2.2 Case 2: Former House of Representatives

The former House of Representatives schools catered mostly for coloured and Indian learners. These schools received better funding per learner than black learners, but far less than that of white learners. In many cases, the context of the school depends on its geographical location. If the school is situated in a more affluent area, where most

parents are supportive and employed, it seems to function more effectively. Many black parents send their children to Former House of Representatives schools because they feel that their children receive a better education in these schools.

3.3.2.3 Case 3: Former Department of Education and Training

The former Department of Education and Training catered mostly for black learners. During the apartheid years, these schools were at a decided disadvantage. There was a high learner-teacher ratio, lack of suitable qualified educators, lack of infrastructure as well as a total collapse of teaching and learning. Currently, Former Department of Education and Training schools lose their educators because of their dwindling figures. Many parents, who can afford it, either sent their children to 'coloured' or 'white' schools because they perceive that their children will receive a better education there.

The reason I selected these schools was because historically they faced different challenges and I wanted to find out how their SMTs approached these challenges. This served as an added motivation in selecting these three schools. In order to ensure that similar data was collected from the three cases, I decided to use a multi-method approach to data collection.

3.4 Methods used in data collection

The data collection methods used in this study was questionnaires, semi-structured interviews as well as document analysis.

3.4.1 What are Multi-method research strategies?

McMillan and Schumacher (2001:428) point out that multimethod is the use of multiple strategies to collect and corroborate the data obtained. The authors remark that these data collection techniques are continually refined throughout the data collection process to increase data validity. This was done through piloting (outlined in chapter 3 page 72) in which the data gathering instruments were refined. Piloting will be discussed under the phases of data collection.

3.4.2 How multi-method strategies were used in the study?

The approach to data collection was done in distinct phases:

- Designing and drawing up of data collection instruments
- Piloting
- Actual research

Table 3.1 summaries the approach to data collection.

Table 3.1: Approach to data collection

Technique/Method	Target	Purpose
Questionnaires	Principals HODs Educators A total of 30 respondents were sent questionnaires	To gather personal and general information such as gender, age, group, experience from respondents and particulars of the schools. To obtain respondents perceptions on the operations of SMTs.
Semi-structured interviews	3 principals 12 SMT members	To obtain perceptions of all role players around their SMTs and to look at the functions and powers accorded to each.
Document analysis	SMT meeting minutes	To identify activities staff engaged in

3.4.3 Questionnaires

McMillan and Schumacher (2001:257) view a questionnaire as one of the most widely used techniques for obtaining information from respondents. Its advantages are that it is economical, can ensure anonymity and is composed of questions written for specific purposes.

A semi-structured questionnaire (Appendix 1) was designed to gather information from principals, HOD's and educators on post level 1.

Section A of the instrument was used to collect personal and general information of respondents. This included personal particulars of respondents such as gender, age group, experience, particulars of the schools such as medium of instruction, type and category of the school.

In Section B, the Likert scale (see page 65) was used to obtain the perceptions of Principals, HOD's and educators on SMTs. The categories were developed from the review of literature about the operations of SMTs.

An alpha reliability test (Appendix 2), was run on Section B of the questionnaire the questionnaire using an SPSS programme. The result was an alpha coefficient of 0.86. According to the Alpha coefficient, a score of 1 represents 100 percent reliability. This level of reliability is difficult to achieve in real life. In the light of this, an instrument with 86 percent reliability is very good indeed. It gave me confidence that my measures were consistent and would yield credible data (see page 73 point 3.4.7).

The questionnaire was in English because I assumed that all respondents would be able to understand the language. Most of the themes used for the questionnaire were derived from the literature review. A 64-item questionnaire was used to gather information on the following topics:

- Personal and General information
- School vision
- Specific roles
- Knowledge of educational policies
- Developing a shared culture, values and beliefs and effective Team work processes
- Decision-making of SMT members
- Developing collegial relations with other staff
- Ensuring learning opportunities for members of SMT's
- Active participation of SMT's in various school teams
- Accessibility of SMT's
- Credibility of SMT members
- Teamwork in general

Questionnaires were handed to the principal of the three schools to issue to the respondents. Arrangements were made that I would collect the completed questionnaires the following day. Unfortunately, in practice

problems developed. I had to return to schools on several occasions to collect completed questionnaires from the principal. This wasted some time because I wanted to enter all the information into the computer simultaneously. Because I appreciated the fact that respondents were willing to participate in the study, I did not want to rush them. I also did not want them to complete the questionnaire hastily.

There are certain disadvantages linked to a structured questionnaire. The categories created could have failed to allow respondents to accurately indicate their beliefs or feelings. Respondents might also have other relevant answers than those contained in the questionnaire. The fact that the Likert scale type of instrument was used assisted in combating this disadvantage. A gradation scale of 1-6 was used which allowed more opportunities for nuances than would any other smaller scale, e.g. "yes" or "no", agree or disagree, would have given. Respondents therefore, had a greater choice for reflection in answering the questionnaire. This is because many of our beliefs and opinions are thought of in terms of gradations (McMillan and Schumacher 2001:260).

3.4.4 Interviews

Another method I used was semi-structured interviews. The interview was formulated using information derived from the literature review, existing knowledge and experience of the researcher.

Easterby-Smith et al (2002) point out that although interviewing is often claimed to be the best method of gathering information, its complexity can sometimes be underestimated. The authors note that the main aim for conducting qualitative interviews is to understand how individuals construct the reality of their situation formed from the complex personal framework of beliefs and values, which they have developed over their lives in order to help explain events in their world.

Easterby-Smith et al (2002), remark that researchers should therefore be able to conduct interviews if the opportunity is present for these insights to be gained. They advised that interviews are therefore appropriate when it is necessary to understand the constructs that the interviewee uses as a basis for her opinions and beliefs about a particular matter or situation and to develop an understanding of the respondent's world. The interviews allowed for closer contact with my subjects. I could use my own experience to personally understand how my respondents construct

meaning in their daily life. This period of time gave me a sense of shared experience and empathy.

Denzin and Lincoln (2000:650) note that the interview context calls for the interviewer to play a neutral role, never interjecting his or her opinion of a respondents answer, but trying to establish a balance rapport. The authors also advise that researchers should be aware of response effects like respondents trying to please the interviewer by giving socially desirable responses, or he or she may err as a result of a faulty memory. The authors also add that other sources of error include the sequence or wording of the questions as well as the characteristics or the questioning techniques of the interviewer, which may impede proper communication. In some limited cases, I had the feeling that respondents gave answers to protect the image of their schools. In some cases, it was difficult to follow the sequencing of the questions verbatim, because respondents in answering one question also answered another one. For instance, when I asked them if they had a vision and mission statement, they would answer, but also carry on talking about who was involved as well as how it was developed. It was sometimes also necessary to change the wording in order to clarify certain questions. At times it was difficult to consciously restrain myself from showing empathy with their situation. The reason for my feelings was that the school in which I am principal, is facing similar challenges.

The semi-structured interview was used to elicit data from SMT members. It did not include post level 1 educators because their perceptions were catered for in the questionnaire. The semi-structured interview covered most of the areas which were included in the questionnaire as well as the following:

- Respondents' understanding of the roles of SMTs
- Differences between the roles of the SMT and the School Governing Body (SGB)
- Perceptions of what makes an effective team
- Relationship between SMT and staff
- Role of principal in SMTs
- Changes or additions that respondents would like to see in the operational practices of their SMTs

All interviews were conducted at the schools, during a pre-arranged time with respondents. Interviews were conducted in English although it was not the mother-tongue of all respondents. Interviewees did not express discomfort with the language or with the use of a tape-recorder. Some interviewees did sometimes express themselves in their mother tongue. Fortunately, I understood what they were saying (I translated their words into English and verified the meaning of their responses with them) and it

did not affect the interviews negatively. Instead, it enhanced the interviews in the sense that interviewees could express themselves better. Interruptions, e.g. telephone ringing, break time for learners, school sirens, educators looking for materials stored in interview rooms, were sometimes unavoidable, but mostly the interviews took place under a conducive atmosphere. The purpose of the investigation and the topic to be investigated were described before the interviews started (Appendix 3).

Possible limitations to the interview data are that respondents may have given distorted views because of their position in the school because of how their responses would reflect on their status. Although this was not the focus of this study, it is possible that their responses were influenced in this way. At some schools, respondents were in competition for promotion posts and I could sense that their responses were self-serving and influenced by or prejudiced by personal bias. I do not feel that this affects the overall results in any way because I triangulated the interviews with the other data collected. I also had some problems with the audio cassettes where some of the sentences were inaudible and I had to verify recordings with respondents after transcribing.

Interviews were conducted as follow:

- A detailed guide (Appendix 4) was used for the individual interviews, which varied in length, depending on the response of the interviewee, but not longer then 40 minutes.
- All interviews were audio-taped with the permission of the interviewees.
- All interviews were transcribed verbatim, resulting in many pages of transcripts.
- Interviews were read and re-read.
- Interviews were categorized with respect to respondents positions, e.g. Principal, Deputy Principal and Head of Departments (HOD's).
- Listening to the taped conversations, time and time again reliability and validity checks were attempted on a continuous basis.

The themes used in the questionnaires were used as a basis for the interview interpretations.

3.4.5 Document analysis

The third method of data collection used was the perusal of minutes of SMT meetings. As suggested by McMillan and Schumacher (2001:453)

on the use of documents, the purpose was to identify trends, to unearth new questions and to corroborate data in the hope of revealing people's thinking and common-sense understandings. The purpose here was not to take these documents at face value, but to see if they could deepen my understanding of the social process involved in the daily operations of the SMT's.

Minutes of SMT meetings in which recurring topics of discussion were recorded, demanded an analysis. I was looking for topics commonly present in the minutes of the different schools. The reason for this was to ascertain what areas occupy most of the members of the SMT's time. All topics recorded in the minutes of the different schools were listed and compared (see chapter 4). It was also used as a triangulation strategy.

The disadvantages of this method of data collection are that recordings may be incomplete or inaccurate. The minutes that I have analyzed varied in quality and completeness, where some had more detail and others virtually nothing. A discussion on the content of the minutes will follow in chapter 4.

3.4.6 Phases of data collection

Data collection was conducted between April 2006 and July 2006 in two phases as follows:

Phase 1

The pilot phase was done during April 2006 and May 2006. This phase was characterized by the piloting of the questionnaire and the semi-structured interview schedule. This was carried out at three primary schools of a similar context that were used in the actual research. All three schools were also situated in the East London district. The reason for piloting was to review, revise, examine and sharpen the research tools under the guidance of my supervisor. It also offered me the opportunity to explore the preliminary results and get a 'feel' for what lay ahead of me. From the preliminary findings of the questionnaire, a semi structured interview schedule was constructed and a selection of informants was made, based on their membership of their SMTs. I was well received by all schools and they asked me to share my findings with them. In two of the pilot schools, the principals were on sick leave and I could not obtain their views of their SMTs. The Deputy Principals did not have the authority to give me any minutes of their SMT meetings.

The pilot phase was extremely important to prepare me for the actual research.

Phase 2

Phase two of the data collection, the main study, took place from May 2006 to July 2006. A total period of one week was spent intermittently at each school. This phase was characterized by doing the actual research. The questionnaire was administered to 30 respondents at the selected primary schools. Ten questionnaires were handed to each school and were collected two days later. The questionnaires were given to the principals of the respective schools and the schools were selected using judgmental sampling. A total of 27 questionnaires were returned. The other respondents were on different forms of leave.

3.4.7 Credibility, Authenticity and Trustworthiness

According to Patton (2002:542), judging the quality of research requires criteria and criteria flow from those judgments. The author further remarks that quality and credibility are connected, in that judgment of quality constitutes the foundation for perceptions of credibility. Glesne (as cited in Patton 2002:546) notes that social construction, constructivist and interpretivist perspectives have generated new language and

concepts to distinguish quality in qualitative research. Credibility is being suggested as an analog to internal validity, dependability as an analog to reliability and confirmability as an analog to objectivity, and in combination, these concepts are viewed as addressing trustworthiness (Patton 2002:546). During my whole approach to this study, from the design stage to carrying out fieldwork, I was mindful of these issues.

With regard to objectivity, Burr (1995) notes that objectivity is an impossibility, since each of us, of necessity, must encounter the world from some perspective or other (from where we stand) and the questions we come to ask about the world, our theories, must also of necessity arise from the assumptions embedded in our perspective. Burr argues, correctly I feel, that no man can step outside of his or her humanity and view the world from no position at all, which is what the idea of objectivity suggests. Researchers must therefore view the research as a co-production between themselves and the people they are researching.

Different strategies, which included piloting, reflexivity and triangulation of data sources, were used to enhance the quality and credibility of the study. A discussion on reflexivity will now follow.

3.4.8 Reflexivity

Burr, V. (1995:181) remarks that reflexivity refers to equal status of researchers and their respondents, as well as the accounts offered by each. This calls for critical self-reflection, self-knowledge and one must also observe self as well as others and interactions of self with others (Patton 2002:299).

According to (Patton 2002:299), reflexivity has entered the qualitative lexicon as a way of emphasizing the importance of self-awareness, political/cultural consciousness and ownership of one's perspective. The author argues that it should remind the qualitative inquirer to observe herself or himself to be attentive to and conscious of the cultural, political, social, linguistic and ideological origins of his or her own perspective and to voice as well the perspectives and voices of those she or he observes and talks to during fieldwork.

Relevant to this research is the focus on some themes of reflexive methodology (Alvesson and Skoldberg 2000:238-292). Parts of the dimensions to guide a researcher's reflexivity are summarized below:

- Research is seen as a fundamentally interpretive activity, as all research work includes and is driven by interpretation.

- The interpreter, in the social sciences, interacts with and contemplates other interpreters (the people studied)
- Method, theory and other elements of the researcher's pre-understanding determine interpretations and representations of the object of study
- The theoretical assumptions on which interpretations and representations are based are not neutral.
- What the researcher may attempt to represent in the form of language (talk and text) may lack reference to any external reality or outside of itself
- In this way, the researcher's claim to authority and the language's claim to reproduce or 'mirror' some extrinsic reality are equally undermined.

The foregoing exploration of reflexive methodology shows that research is a contested terrain and whatever methods used have to be justified in terms of the aims of the research, as well as on epistemological and conceptual grounds.

From Alveson's theorization, I learned that reflexivity is a stance that promotes credibility and trustworthiness of a research study. Hence in my research I decided to be guided by these ideas.

3.4.9 Ethical considerations

In obtaining permission to enter the field, assurances of confidentiality, anonymity and the intended use of the data (Appendix 3) were read to respondents. The time required, interview times and places were selected by informants. This was done to encourage free participation.

Patton (2002:405) argues that interviews are interventions that lay open people's thoughts, feelings, knowledge and experience, not only to the interviewer, but also to the interviewee. Therefore, one needs to be sensitive to the interview process.

Code names were used for interviewees and schools to ensure confidentiality and privacy. Negotiation of entry was done verbally as well as in writing. One of the problems I struggled with was how to acknowledge the schools that participated in the study without naming them. Schools also requested me to share my findings with them and more specifically, to help them identify their own areas needing development. I would be more than willing to do this if they need my assistance.

3.4.10 Time constraints

The field work took place whilst schools were busy concluding their assessment of the second term. This limited the opportunities for me to observe SMT meetings. Observations of SMT meetings were initially part of the data collecting strategy, but because schools were concluding their terms, I had to cancel the idea. It could have enhanced my data further if I could see the facial expressions and actions of my respondents in a meeting situation.

3.4.11 Personal experience and reflections

I feel that I have grown academically through this study. I have gained many social skills, i.e. self confidence, developed different perspectives on educational issues evolving out of the comparisons of different schools of thought and an even greater respect for the effort of our teachers.

Apart from the experience gained through the pilot study, this was the first fieldwork in which I was involved. Fortunately, the fact that I had teaching experience of 24 years of which 20 years had been in senior management, helped in understanding the finer nuances of school life.

3.4.12 Conclusion

Our view of knowledge is based on how we view the world. A researcher's epistemological and ontological positions constitute his or her orientation to the research process. This study is based on the interpretive paradigm. According to this perspective, people attached meanings to everyday activities. This is the meaning which distinguishes human action from that of objects.

A case study design for this study was preferred in order to answer the 'how' and 'why' questions of this research. The cases selected offered me the opportunity to research schools that differed historically. The methods used to collect data were decided on to achieve the overall objectives of the research.

I have learnt that any researcher need to have a designated plan and that you need to expect the unexpected. Even if you plan your study in the finest detail many things in the field could change.

The next chapter provides a description of the findings and analysis of the data collected.

CHAPTER 4

Data analysis and Interpretation

4.1 Introduction

The previous chapter focused on the research design and data collection procedures used to investigate the research problem, and ways in which data was collected.

This chapter focuses on the next step in the research process, namely data presentation and interpretation. Data is presented in three sections followed by a conclusion. The sections are:

- the characteristics of respondents
- a report on the operating practices of SMTs
- a cross tabulation of the schools with observational notes and minutes of SMT meetings.

4.2 Section A: Characteristics of the respondents

Information on the findings on the characteristics of respondents is summarized and shown in Appendix 5 (Data set A). The first characteristic, the age profile, is shown in Table 4.1.

Table 4.1: Distribution of respondents by age and gender

Age Group	Males	Female	Totals
20-30	0	0	0
31-40	4	3	7
41-50	1	9	10
51-60	4	5	9
Above 60	1		1
Total	**10**	**17**	**27**

Table 4.1 presents the distribution of respondents by age and gender. It can be seen that the age range of the respondents was from 31 to above 60 years. Most of the respondents (20) were above 40 years and the majority (17) was women. Of concern might be the fact that there are no respondents between the age of 20 and 30. As the case study covered a small sample at this point, it might be worth investigating, if it is because our younger generation is not interested in a teaching career, in another study.

Table 4.2 shows the respondents' teaching experience.

Table 4.2: Distribution of respondents by teaching experience

Teaching Experience (Years)	Male	Female	Totals
0-10	1	2	3
11-20	4	7	11
21-30	3	5	8
31-40	1	3	4
41 +	1	0	1
Total	**10**	**17**	**27**

Table 4.2 shows the distribution of respondents by their teaching experience. Most of the respondents (24) have been teaching for longer than 10 years and 13 for longer then 20 years. It shows that they have quite a bit of teaching experience so one could assume that they have experience in both pre- and post apartheid education. This is an important point for this study, that these teachers have experienced different styles of management.

Table 4.3 shows the distribution of respondents by Professional Qualifications.

Table 4.3: Distribution of respondents by professional qualifications

Professional Qualification	Male	Female	Totals
Post school diploma/certificate	0	1	1
Teachers diploma/certificate plus further diploma/certificate	6	6	12
BA degree	0	1	1
BA degree plus a teachers diploma/certificate	2	6	8
Post Graduate Qualification	2	3	5
Total	10	17	27

It can be seen from Table 4.3 that all respondents obtained their tertiary education, that is, post school diploma/ certificate, teachers diploma/certificate plus further diploma/certificate, BA degree, BA degree, plus a teacher's diploma/certificate or a post graduate qualification. More than 50 percent of them (14) are graduates.

Table 4.4 shows the ***distribution of respondents by their positions***. It showed that there were 3 Principals, 3 Deputy Principals, 7 HOD's and 14 Post level 1 educators. The fact that most of the respondents (14) were Post level 1 educators allowed me to the opportunity to investigate their perceptions on their SMTs.

Table 4.4: Distribution of respondents by job position

Position	No. of Respondents
Principal	3
Deputy Principal	3
Head of Department	7
Educator (Post Level 1)	14
Total	**27**

Table 4.5 (which include principals) shows **the distribution of respondents by teacher organizations**. According to the table 14 of the respondents belonged to the South African Democratic Union (SADTU), the biggest teachers union in South Africa, 12 to the National Union of Educators (NUE) and 1 to the Suid Afrikaanse Onderwysers Unie (SAOU). This information is important because teachers usually join a union which they feel represents their own views on education. The union to which a member of the SMT belongs might also be controversial especially when the Principal and the Deputy Principal belong to different unions. It may also be a source of conflict if most of the SMT belong to one union and the Principal to another.

Table 4.5: Distribution of respondents by teacher organization

Teacher Organization	No. of Respondents
SADTU	14
NUE	12
SAOU	1
TOTAL	**27**

Table 4.6 shows the ***distribution of respondents by language of instruction.*** It showed that English is used as the dominant mode of instruction at the respondents' schools. Apart from the ongoing educational debate on mother tongue instruction, respondents, whose mother tongue is not English, may feel inhibited when expressing their views in SMT meetings.

Table 4.6: Distribution of respondents by language of instruction

Language of instruction	No. of Respondents
English	21
Double medium/two languages	5
Other	1
Total	**27**

Table 4.7 shows the ***distribution of the respondents by home language.*** The findings of the 27 respondents showed that most (14) were English speaking, followed by IsiXhosa (10) and Afrikaans (3). When compared to the medium of instruction, it is obvious that most respondents (17) do not teach in their mother tongue.

Table 4.7: Distribution of the respondents by home language

Home Language	No. of respondents
English	14
IsiXhosa	10
Afrikaans	3
Total	**27**

Section B shows the findings on the variables developed from the literature review.

4.3. SECTION B: Operating practices of SMT's

In Section B of the questionnaire, respondents were asked to rate their schools SMT on a six point rating scale on 10 broad variables with sub questions included. The 10 variables were as follows:

- School vision
- Specific roles
- Knowledge of educational policies
- Developing a shared culture, values and beliefs and effective team work processes
- Decision-making of SMT members
- Developing collegial relations with other staff
- Ensuring learning opportunities for members of SMT's
- SMT actively participate in various school teams
- Accessibility of SMT
- Credibility of SMT members
- Teamwork in general

Information on the findings of the operating practices of SMTs is summarized in Appendix 5 (Data set A). Data was summarized using the SPSS program. The mode and standard deviations of responses is given

below, variable by variable. The following rating scale was used to describe responses:

0 = Do not understand

1 = Strongly disagree

2 = Disagree

3 = Not sure

4 = Agree

5 = Strongly agree

It can be seen that each mode of ratings denotes the extent of practice under each variable from the lowest **strongly disagree** "1" rating to the highest **strongly agree** "5" rating. From the ratings, descriptive statistics, modes and percentages (see Appendix 5, Data set A) were produced through a Statistical Package for Social Sciences (SPSS) programme. To present the results I decided to use the type of average, the **mode** (or most popular rating or most frequently occurring value). Interpretation of each table now follows.

A. School vision

A vision for any school is regarded as critical to giving direction to the SMT in achieving effective and efficient learning. All school stakeholders should know where they are heading and what it will take to get there. Under this variable, the results are shown in Table 4.8.

Table: 4.8: Mode and Standard Deviations of School Vision

Variable	Mode	SD
School Vision		
SMT members actively participate in crafting the mission statement	5	.64
SMT members subscribe to the school vision	4	.62
SMT members are committed to achieving the school vision	4	.68
SMT members are committed to involving other staff members and learners in achieving the school vision	5	.74
SMT members engage external stakeholders in realizing the school vision	4	.68

The results in Table 4.8 show that the mode on the school vision variable is a 4. This indicates that most of the respondents agreed that they were actively involved and committed to achieving what they set out to do. They strongly agreed (mode of 5) on two of the variables, which involved their participation in crafting the mission statement of their school as well as their commitment to involve other staff members and learners in achieving the school vision. The SD also shows a variance of less than 1, which indicate that the responses were very similar. However, on this variable, there were some contradictions from the interviews conducted (Interview transcripts as appendix 7).

Interviewee 2H (B) indicated that *the vision and mission statements were developed by the Deputy Principal,* whilst interviewee 3H (B) said that *the SMT generated; created a skeleton framework and then the staff helped finalize it.* When prompted on how they engage other stakeholders in realizing the schools vision and mission statement,

interviewee 3H (B) said that *the SMT would first discuss it and then would invite 'them'*, meaning the rest of the staff, parents and community for their comment. Interviewee 1P (N) said that *they discussed it as staff alone and the parents discussed their vision on their own and at an SGB meeting they finalized it*. Interviewee 2D (N) said that *they as teachers came together and then took it to the parents*. According to interviewee 1H (S), *the entire staff came together and got a general idea from everybody. They then elected a nucleus committee to draft it and presented it to the staff for comment*. On the whole, it seems like schools do have some type of mission and vision statement; whether it is being followed however, is debatable. It also seems that mainly the staff involves themselves in the drafting of the schools vision and mission statements.

B. Specific Roles

Hughes and James (as cited in Ehrich and Cranston 2004:26), noted that a shared understanding of each member of the team's responsibilities and area of operation was critical for building a successful relationship among the team. Added to achieving clarity of role and expectations requires a willingness and opportunities to engage in ongoing discussion to negotiate roles and responsibilities as new tasks and issues emerge. Under this variable, respondents answered as follows:

Table 4.9: Mode and Standard Deviation of Specific Roles

Variable	Mode	SD
Specific Roles		
Roles are clearly defined and put into writing	4	.91
Performance standards are agreed upon	4	.73
Necessary delegation of powers are in place	4	.94
Accountability measures are in place	4	.75
SMT members are willing to take on leadership roles when required	5	.64

From the findings in Table 4.9, it appears that in most of the participating schools SMTs are quite clear about their respective roles and have a good understanding of their purpose. Inferences can also be made that there is a general willingness to take on leadership roles and be accountable for decisions made. This is confirmed by the mode of 4 which indicates an agreement on this variable. They also strongly agreed (mode of 5) that if needed they would take on leadership roles. On this variable the variance on the SD was less than 1 and it indicated the similarity of responses.

Under this variable however, there were also some contradictions. Interviewee 5P (S) said that *they do not have specific roles written down, but each SMT member has a certain portfolio.* As in the words of interviewee 6H (S), *the principal said that they still are planning to do it*, meaning working out their specific roles and responsibilities, but that each of them are in charge of a specific grade. Interviewee 2H (B) said

that *they did not have specific roles and that it was a problem, because they did not know where their jurisdiction ended.* He also said that *they did not know when they are trampling on each others toes.* This might indicate that if roles and responsibilities are not clearly defined, members of the team do not know exactly what they are supposed to do and therefore could not be held accountable for their actions. Interviewee 1H (S) said that *they do not have specific roles at this stage, but that there are sort of unwritten rules of who does what.*

The trend seems to be that one SMT member is responsible for the Foundation Phase, whilst the others are responsible for the different grades, e.g. one for grade 4, one for grade 5, etc. Usually they are supported by Grade Heads, who are experienced Post level 1 educators.

There seems to be a general understanding of what is expected of different staff members. For example, the person that drew up the timetable for the past years will probably do it for the next few years and the educator who took responsibility for the prefect and monitors body last year, will probably do the same for the next few years. The danger with this type of operating practice is that the workload is not evenly distributed, the 'willing horse' could be overloaded, and there could be problems with accountability. Furthermore, many educators, who are

natural introverts, could be marginalized and many educators, who might have excellent ideas, would then be underutilized.

C. Knowledge of educational policies

Education is governed by educational legislation and policies and it is imperative for all educators, but more specifically SMT members, to have a sound understanding, otherwise they might be perceived as inadequate leaders and managers. These policies are also the broad framework under which schools plan their own programs. Schools could, as a result of ignorance, open themselves up to legal action. Knowledge of the educational legislation that governs education cannot be emphasized enough. The response under this variable was as follows:

Table 4.10: Mode and Standard Deviation of Knowledge of educational policies

Variable	Mode	SD
Knowledge of educational policies		
SMT members understand that the school is a juristic body	4	7.69
SMT members understand the difference between Governance and Management	4	.71
SMT members are aware of the Legislative Framework governing Education, (SASA, PFMA, Norms and Standards)	3	.79
SMT members are consulted in Policy decision making, e.g. Language, Religion, Admission, etc.	4	.74
SMT members fully conversant and dedicated to the implementation of IQMS	4	.80

From the findings in Table 4.10, it appears that most SMTs have a general understanding of the legislation and policies that govern education (mode of 4). A matter of concern is the fact that most of the SMT members are not sure (mode of 3) of the Legislative Framework governing Education e.g. (SASA, PFMA, Norms and Standards) as well as on the implementation of IQMS. This should be a matter of concern for the Department of Education as well as all those who have education at heart, as IQMS is directly linked to the quality of learning and teaching. Although the variance of the SD on most of the variables was less than 1, the SD on their understanding of the school as a juristic body was 7.69. This difference in response could be the result of a variety of factors. It could be possible that the respondents did not understand the question or it could be that they did not know the legal obligations of a school.

Again, there were contradictions when compared to the interviews. It does not seem that SMTs are very clear on these issues. They only see the role of the SGB as a financial one. Interviewee 6H (S) said *financial, all to do with the lawyers, it was like that before, I don't know if they changed it because I'm not on it again this time*. Interviewee P1 (B) said *if there is a case we can't solve, they come in, but we don't really rely on them, because they are mostly working people*. It appears that the relationship between schools and their SGB's are not ideal. It is possible

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that both schools, SMTs and SGBs are in need of training to find ways of supporting and supplementing each other. A possible option is that the schools revisit their strategies in order to achieve their mission and vision statements.

The researcher is not sure whether respondents understood the question on Whole school Evaluation, Development appraisal and Performance Management or whether they knew what it meant. When asked what they understood under the concept quality management, interviewee P1 (B) responded asking *what does it mean?*; *Quantity is not the issue, but quality is really the main thing, in anything in life.* Interviewee 6H (S) said *I'm not sure, maybe it would be that the school must be of quality.* Interviewee 1P (N) when asked about her understanding on quality assurance said that her idea on it was *the assurance of the quality of work that you produce in the school.* On the same question interviewee 2D (N) said *something that is good, assurance, I am sure, that is being assured.*

Very few interviewees, when asked how their SMTs go about establishing language and admission policies said that it was done in consultation with the SGB. They assumed that it was the duty of the SMT and did not recognize it as the responsibility of the School Governing Body (SGB). Interviewee 4H (N), when asked to explain the difference

between the role of the SMT and the SGB said *almost the same thing, the SGB, I don't think is affected, because some of the problems that are at school are confidential.* Interviewee 2D (N), on the same question said *there are departmental things that we do talk about with the teachers of which the SGB know nothing about.* It seems as if SGB and SMT bodies do not operate as optimal as it should. Whether this is because of unwillingness, ignorance, lack of expertise or a time factor on both parties part are debatable.

D. Developing a shared culture, values and beliefs and effective team work processes.

Wallace and Huckman (as cited in Ehrich and Cranston 2004:27), reported that success in SMTs depends not only on the competence of individual team members, but also on their ability to work effectively together to create a shared culture. Central to this, is that decisions should be made by seeking to achieve consensus, so that all members contribute to the debate. The response on this variable was as follows.

Table 4.11: Mode and Standard Deviation of Teamwork processes

Variable	Mode	SD
Teamwork processes		
My contributions are acknowledge by the team	4	.58
Team morale is high	4	.56
Mutual respect is evident among team members	4	.58
All team members share common goals	4	.65
The team works cooperatively	4	.67

The findings in Table 4.11 show that there are synergies between the values and beliefs of individual team members and with those of the school. Inferences can be made that team members felt that their contributions were respected and acknowledged that their team was functioning well. This is being confirmed by a mode of 4 which shows agreement. The findings show that the SD on these variables was also less than 1. One can thus deduce that all respondents had similar feelings on their teamwork processes.

From the interviews, when asked what they would consider as essential ingredients for an effective team, responses ranged from consensus, togetherness, understanding, being considerate, debate and engaging each other, open to suggestions, a willingness to learn, respect, openness, being trustworthy, etc. Interviewee 4H (N) emphasized that *members should know each other's weaknesses and strengths* and that responsibility should be given with that in mind. Interviewee 1H (S) said that *different viewpoints should be respected and if a decision has been*

made by the SMT, everybody should support whether you agree or disagree with that decision.

The researcher had the impression that what interviewees said of their teams, was precisely the problem they had expressed with their own SMTs. For instance interviewee 2H (B) said to *be able to debate and not go on the offence; I don't want to be specific, but I can be if you want me to be.* Interviewee 2D (N) said *not being afraid of others; not hiding some other things to others.* Interviewee 4H (N) said that *people if they have something, positive or negative, to say to the SMT that they should do so.* This could possibly be in line with the issues of micropolitics as pointed out by Ehrich and Cranston (2004:21), as discussed in the literature review chapter; that is the internal power struggle between team members to implement their own agendas. On the other hand, it could be self serving emotional outbursts of dissatisfied members.

E. Decision-making of SMT members

Decision-making is one of the core business of any organization and it is no differences for SMTs. They need to make decisions on behalf of the whole school. It is an important facet for them because of the possible consequences of their decisions. Table 4.12 shows the mode and SD on this variable.

Table 4.12: Mode and Standard Deviation of Decision-making of SMT members

Variable	Mode	SD
Decision-making		
The SMT accepts collective accountability for the outcome of decisions taken by them	4	.68
The SMT reflects, analyze and evaluate on decisions made	4	.59
The decisions taken by the SMT is of better quality then those taken by an individual alone	4	.67
SMT members understand they make decisions in the best interest of the school	5	.59
SMT presents a united view on decisions taken by them	4	.59

The above table shows that respondents were in agreement (mode of 4) that they were satisfied on their decision-making processes. They strongly agreed (mode of 5) that the decisions made by them were in the best interest of their respective schools. The SD on these variables also is 1 and indicates that the SMTs studied has similar feelings on their decision-making processes.

When prompted on ***how their SMT go about making decisions*** responses were similar. Interviewee 4D (B) said that *they workshop ideas that arise and try to find the best solution.* Interviewee P1 (B) said *they would first have meetings, explore their differences and arguments and try to reach consensus.* Interviewee 2D (N) said *that after having discussions they would come to a mutual understanding.* Interviewee 1P

(N) *said they make collaborative decisions, and that members need to sell their ideas to the rest of the team.* Interviewee 6H (S) said *topics are brought to the SMT and if it needs to go to the staff, it goes, otherwise we decide in our SMT meeting.* There were some contradictory responses as explained by interviewee 2H (B) *that decisions are made by the cabinet (SMT); if people are told what to do, they just become robots, they just say ok, no-one really listen to their initiatives.*

Interesting to note was the fact that SMTs in general do not like to vote on decisions. They would rather try to reach consensus or shelve decisions until a later date. They feel that voting does not always have the desired effect on the unity of their SMTs. They also feel that the best decision is not always reached by voting, but if they have no other choice they do vote. In most cases, they said that because the principal is ultimately accountable they would let him guide them.

F. Developing collegial relationships with other staff

Wallace and Huckman, (as cited in Ehrich and Cranston 2004:28) emphasize the importance of strategies SMT members should use in making themselves accessible to staff and staff concerns, including setting parameters, which enables two way communication to take place

between the SMT and staff. Under this variable, the responses were as follow:

Table 4.13: Mode and Standard Deviation of Developing collegial relationships with other staff

Variable	Mode	SD
Developing collegial relationships with other staff		
The SMT shares some of their decision-making powers with the rest of the staff	4	.86
The SMT communicates the reason for taking a decision to other members of staff	4	.85
The SMT consults non-members when they need the expertise	4	.68
Minutes of SMT meetings are shared with the rest of the staff	4	1.26
SMT adopts practices that ensure the operations and deliberations of the SMT are transparent	4	1.11

From the data presented in Table 4.13, it seems as if SMTs agree (mode of 4) that there is open and visible communication between themselves and their staff. It also appears that staff members are consulted on a regular basis. The findings show a SD of 1.26 on the minutes of SMT meetings are shared with the rest of the staff variable. Respondents for the questionnaire were selected from all levels of educators. It could be that some educators who were not part of the SMT felt that it was not the case. The SMT adopts practices that ensure the operations and deliberations of the SMT are transparent also showed a SD of 1.11. The same reason for this difference could also be given. Otherwise it could

mean that minutes are not shared or that the SMTs were not transparent enough.

On the whole, the interviews confirmed that the relationship between the staff and the SMt are good. Interviewee 3H (B) said that their relationship was good, *because they have the eagerness, they will work with us.* Interviewee 6H (S) said that *because all SMT members teach it fosters positive relationships.* Interviewee 4D (B) did however say that *some of the staff has a fear of SMT members. It was especially visible in the older staff members.* This might be because of the pressures under which they suffered in the hierarchical system of the past. Interviewee 2H (B) was more specific about the relationship between himself as an SMT member and the rest of the staff, saying *they don't see me as an HOD, they see me as a teacher.* Interviewee 4H (S) said that *in the past it was not too well, but now that the staff is more involved and that they (staff) are getting there.* Interviewee 2D (N) said that *their relationship is good because they have adopted a spirit of openness and are not afraid to apologize when wrong.* These responses are open to many interpretations. One can infer that interviewee 2H (B) feels that he, personally has a good relationship with the staff and that he is one of them, but implies that it was not so with the other SMT members. One can interpret the response of 2D (N) as their type of management style

was more participative and in that sense, the relationship between staff and SMT was improving.

G. Ensuring learning opportunities for members of SMT's

Bell and Cardno, (as cited in Ehrich and Cranston 2004:29) suggest that teams need to keep abreast of the latest trends in education management practices as well as reflect on their practices in order to improve their overall effectiveness as a unit. Importantly, is the provision of ongoing learning opportunities for team members and they need to be open to such learning. Under this heading the respondents answered as follow:

Table 4.14: Mode and Standard Deviation of Ensuring learning opportunities for members of SMT's

Variable	Mode	SD
Ensuring learning opportunities for members of SMTs		
New SMT members receive training in participative management	3	.94
SMT members subscribe to the principle of lifelong learning and thereby create opportunities for them to grow, individually and as a team	4	.68
Planned inductions are arranged for new members of the team to be socialized and integrated into the workings of the team	3	.89
Individual members as well as whole team participate in structured development activities to provide training to support team development.	4	.93
SMT members participate in ongoing learning and reflection to improve their overall effectiveness as a unit	4	.73

Although on this variable the findings shows a mode of 4 there are some areas of concern. The above data indicates that not much effort is being put into ensuring learning opportunities for members of SMTs. If team learning and development are not seen as critical areas for SMTs to pursue, then the potential for teams to learn may well go unrealized. From the above data, it can be inferred that new members of SMTs do not receive much assistance from the older members. The figure of 3 indicates that they were not sure whether new members received training in participative management, whilst they was not sure if there were planned inductions for new members. The SD on these variables was also less than 1 which indicated that the respondent's responses did not differ much.

Although some interviewees said that they do provide developmental plans for their SMTs, most interviews conducted confirmed that no real plans existed to develop new as well as older SMT members. Even the interviewees who confirmed their experience of plans said *we go away on those progrow* (**pro**fessional **grow**th workshops organized by NUE) *things*. Interviewee 2D (N) said that *as an SMT they would read the documents from the education department and try to unpack them amongst themselves*. Interviewee 1P (N) said that *they depend on workshops organized by SADTU*. She felt that *because their school is used for most of these workshops it affords the whole staff the*

opportunity to attend. Interviewee 3H (N) said that *they engage themselves at school*, whilst interviewee (4H (S) said that *their school is going on a course in the third term and she expressed the hope that they would grow professionally at the particular workshop.*

There is a "hunger" amongst SMTs for professional growth as interviewee 2H (B) said and because of the relationship with a union representative he was in a position to ask him *what's new on the horizon, come and speak to us man*, but unfortunately that hunger is not being satisfied. Most schools depend on either departmental or union workshops organized which do not happen regularly. Many of our schools, especially in the urban area, are not part of the pilot projects the Department of Education runs occasionally. Schools, who cannot afford it, will from time to time invite consultants to their schools to help them unpack issues with which they are struggling.

This is problematic in the sense that we want all our children to receive equal education but resources, especially financial and the necessary expertise is still causing the less resourced schools to suffer. Schools are supposed to be run like a business (although I disagree with it) but the management is not empowered with the necessary skills because of monetary constraints. There is a desperate need to empower our SMTs as well as our educators.

H. SMT actively participates in various school teams

SMTs should be seen as participating in all spheres of school life. It does not mean that they should always take the lead, but their presence is important. Extra-mural activities are always a contentious issue because they usually take place after normal school hours. All educators, including the SMT, should make themselves available outside school hours. Sometimes you find that it is only post level 1 educators involve in these activities. Post level 1 educators might view this as SMT members being the 'elite' and therefore excluded from the 'hard' work. However, these activities would afford SMT members the opportunity to socialize and experience different sides of learners as well as educators. Under this variable the responses are summarized in Table 4.15.

Table 4.15: Mode and Standard Deviation of SMT actively participates in various school teams

Variable	Mode	SD
SMT actively participates in various school teams		
Curriculum, e.g. grade teams, phase teams, etc.	4	1.03
IQMS Teams	4	.85
Extra- curricular, e.g. sport, cultural, etc.	4	.51
Human resource development	4	.69
Discipline, e.g. prefect body, monitor's body. etc.	4	.63

The above data indicates that SMTs actively participate in their various school teams (mode of 4). Points to note are the SMT members who

indicated that they were not sure on the curriculum and grade team variable, not sure on the IQMS as well as the human resource development variable. Curriculum and grade team involvement is an integral part of the duties of SMT members, IQMS have developmental, progression and monetary values attached to it and most importantly, human resource development is critical for our future well-being. It is also noteworthy that the SD on this specific variable is 1.03. The difference in response could indicate that some SMTs understood government policies whilst others do not.

The data from most of the interviews confirms that by and large, SMT members are actively involved in most of their school teams or committees. Interviewee 5P (S) said that their SMT is involved *in just about all of them.* Interviewee 3H (B) said that *although the staff decides who should serve on which committee, the SMT is always in the background to help.* Interviewee 4H (S) said *the SMT is basically the controlling factor of all the other teams.* There were some contradictory opinions as expressed by interviewee 2H (B) who said *that they have many committees, but they never decided in an official staff meeting who should serve on what committee.* In the same vein, interviewee 2D (N) said that *they have many committees, but although not all of the SMT members are involved, the Deputy and Principal are always involved.*

One can conclude that the involvement of SMT members is conducted in a similar vein with the roles and responsibilities. If you served on a particular committee in the past, you would probably serve on the same committee in the future. The same problem as with the roles and responsibilities pertains here. The same people serve for years on most or all of the different bodies of the school. Educators, who are new at the school or who are not that visible, might be shy to offer their services and the school might lose out on excellent ideas.

I. Accessibility of SMT's

Turnbull and Mee (2003:373) argue that the purpose of an SMT is to ensure participation between members of staff, parents and the community in school-level decision-making and to develop a culture of cooperation, accountability and commitment, all with a focus on improving student achievement. This implies that SMT members should be accessible to all stakeholders. Under this variable, the responses were as follow.

Table 4.16: Mode and Standard Deviation of Accessibility of SMTs

Variable	Mode	SD
Accessibility of SMTs		
All stakeholders know who SMT members are	5	.97
Learners feel free to approach SMT members	5	.79
Educators feel free to approach SMT members	5	.69
Parents feel free to approach SMT members	5	.92
Community members feel free to approach SMT members.	4	.79

The above data indicates that most SMTs are accessible to all stakeholders. SMTs indicated their strong agreement (mode of 5) on this variable. One could assume that the accessibility is more school-based because in the community variable the mode was less than the overall mode. Nevertheless, the SD for this variable was less than 1 which indicated that respondents had similar feelings.

The interviewees also had a variety of responses to this variable. Interviewee 3H (B) said that as they *have an open door policy, all stakeholders can approach them.* Interviewee 4H (S) said that *they were accessible through their different members.* He said that *because members are involved in different areas of the school, stakeholders gain access through the SMT members with whom they are in contact.* He did acknowledge that *the spread of members could be better and that access to the Principal is most important.* Interviewee 3H (S) said that *although they have an open door policy, it is difficult when it concerns the*

principal. Interviewee 2D (S) said that *they are accessible all the time and people do not need to wait for a specific meeting if there is a problem or suggestion.*

Most of the interviewees confirmed that SMT's are more accessible to educators than to learners, parents and community members. It seems as if parents preferred to deal directly with the principal. Some schools also seem more accessible than others. Parents, generally like to sort problems out immediately and do not like the idea of appointments. Accessibility to SMTs is, however, restricted by an array of factors, like availability of educators, transport problems of parents, working hours of parents, geographical location of the home and the learner's school.

J. Credibility of SMT members

Evans work (cited and Ehrich 2004:26) noted that one of the negative attitudes held by teachers towards SMTs related to the team's credibility. Principals have been viewed as poor managers as well as inadequate in terms of their knowledge of educational issues, while other members of the SMT were viewed as lacking credibility because of their irrational approach to decision-making. Under this variable the findings were as follow.

Table 4.17: Mode and Standard Deviation of Credibility of SMT members

Variable	Mode	SD
Credibility of SMT members		
SMT members treat any information shared as confidential	4	.70
SMT members can produce outcomes in an allocated timeframe and according to agreed standards.	4	.64
SMT members interact with all stakeholders with compassion and empathy	4	.68
SMT members set an example for all stakeholders	4	.60
SMT members can see decisions through consistently	4	.59

The data indicates that most respondents view their SMTs as credible (mode of 4). This indicates that SMTs agreed their commitment to issues such as confidentiality, treating others with compassion and empathy as well as setting an example. The SD for this variable was also less than 1 which indicated the similarity in responses.

The interviewees confirmed that they endeavour at all times to remain credible. Interviewee 5P (S) said that *it takes time to build a relationship with someone and being new at the school was not too sure, and could only speak for himself.* Interviewee 4H (S) said that *the fact that the staff selected SMT members onto the SGB indicated the trust that they had in them.* In the same vein, interviewee 3H (B) said *confidentiality is my first priority ... you die with your secret.* According to interviewee 3H (S) *trust is something that you develop, that you got to prove and I think certain*

people develop a reputation for being trustworthy; being able to retain items of confidentiality, handle things concretely. In contrast Interviewee 4D (B) said *one of the SMT members has betrayed confidentiality but that they are approaching that*. The importance of confidentiality was emphasized by interviewee P1 (B) who said *confidentiality is very, very, important because it can break relationships, it can break up homes*.

It was noticeable that all interviewees associated credibility with issues of confidentiality. Nobody really remarked on the consistency of SMTs to produce outcomes in an allocated timeframe, their interaction with all stakeholders or whether they set an example for the rest of the staff.

K. Teamwork in general

Cardno (1999:11) argues that team learning is a collective skill and that there needs to be a strong element of leadership to shape the development of the team. The author further argues that effective communication, the elimination of defensive dialogue and the use of productive dialogue will enhance the capabilities of teams. The responses are summarized in Table 4.18.

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Table 4.18: Mode and Standard Deviation of Teamwork in general

Variable	Mode	SD
Teamwork in general		
SMT organizes think-tanks to plan strategically	4	.68
SMT have formal planning sessions where all stakeholders inputs are considered	4	.77
SMT meets socially where work is not discussed	3	1.13
SMT organizes team building exercises for the whole staff	4	.74
SMT members treat each other with respect	4	.57

The above findings show that there is a high degree of collaboration and mutual respect amongst team members, which augurs well for their teams. The importance and benefits of socializing away from the pressures of work cannot be emphasized enough. Teams need to make this an integral part of their planning. This variable had a mode of 4 which showed agreement on the credibility of their SMTs. The only variable where the SD was 1.13 was where respondents had to indicate whether they met socially. The difference in responses could be explained through respondents understanding of the term 'socially'. Some may feel that they do meet socially when involved in extra-mural activities, whilst others may feel that it should be done away from the school.

The respondents had a reasonable idea of how their respective teams should operate and what is expected of them. Interviewee 2D (S) reckoned that *they were open to suggestions, especially from teachers*

who had qualified recently. He emphasized that *they try to be progressive and encouraged their members to bring their ideas to the table.* Interviewee 2D (N) said that he felt that *the SMT should set an example and take the lead.* Interviewee 4D (B) felt that *teams should endeavour to utilize everybody's individual, unique talents and delegation of power was important.* According to interviewee 1P (N), *understanding of each other is crucial in order to know how one thinks and how one is able to treat certain things.*

Nevertheless given the generally positive picture in statistics above, and, in order to glean more meaning from the data in Tables 4.8 to 4.18 a further summary of each of the variables was necessary. To do this, I used the SPSS programme to compute new composite variables. The total possible score for these variables, their names and labels are shown in Appendix 5 (Data sets B to E). However in order to report on the summary state of affairs as derived from the composite variables it is necessary to develop a key which describes the extent of practices under each composite variable according to whether it is "very good", "good", 'average', "poor" and "very poor" as shown in the key below:

Key to describing extent of profiles by variables[1]

Summary Rating	Description
Very good	Greater than 20 or equal to but not greater than 25
Good	Greater than15 or equal to but not greater than 20
Average	Greater than 10 or equal to but not greater than 15
Poor	Greater than 5 or equal to but not greater than 10
Very Poor	Greater than 0 or equal to but not greater than 5

With the help of the above key, it is possible to judge for each of the variables how well the SMTs rated their practice on each of the aspects represented by the composite variables. Table 4.19 shows the mean scores and standard deviations on each of the variables.

Table 4.19: Mean and Standard deviation for Composite variables of SMT practices for all schools

Variable	Mean Score	SD	Summary Rating
Access	21	3	Very good
Credibility	20	3	Very good
Decision-making	21	2	Very good
Learning opportunities	18	3	Good
Participate	18	3	Good
Relationships	20	4	Very good
Roles	20	3	Very good
Teamwork	21	2	Very good
Teamwork in general	19	3	Good
Vision	22	3	Very good
Policies	21	9	Very good

[1] Key based on total possible scores per category on the rating scale.

Using data from the key and the mean scores in Table 4:19 it can be seen that the overall situation of the SMTs investigated are very good. From the data it can be seen that overall summary rating on all the variables differed between good and very good. Although this study was only done at three schools in East London and therefore not generalizable, it does give an indication on the current operating practices of SMTs. This claim is being supported by the Standard Deviation (SD) on the variables, which shows that near similar responses were obtained from the different respondents. The SD varies from 2 for the decision-making variable to a 9 on the policies variable. The reason for this difference in response could be because decision-making is an integral part of the operations of SMTs, whilst Government policies are not something which they have to interrogate in their daily operations. It is also notable that the SD on the relationship variable is a 4. It might be because relationships are a subjective issue and people usually differ on what they would term good relationships. It is also noteworthy that the SD is higher on the composite variables than on the individual ones.

Further analysis was carried out to see differences among individual schools. Table 4.20 shows the Mean and Standard Deviation of a Former House of Representative school.

Table 4.20: Mean and Standard Deviation of a Former House of Representative school

Variable	Mean Score	SD	Summary Rating
Access	20	4	Very good
Credibility	20	2	Very good
Decision-making	21	2	Very good
Learning opportunities	18	3	Good
Participate	21	3	Very good
Relationships	21	2	Very good
Roles	19	3	Good
Teamwork	20	2	Very good
Teamwork in general	18	3	Good
Vision	19	2	Good
Policies	19	2	Good

From table 4.20 one can judge how the SMT of the above school as well as their post level 1 educators rated their own practice on each of the aspects represented by the 11 variables. The mean scores vary between good and very good. The standard deviation ranges between 2 and 4. The 4 on the accessibility variable might be an indication that not all respondents at the school feel that their SMT are accessible.

The next table, Table 4.21, shows the Mean and Standard Deviation of a Former Department of Education and Training school.

Table 4.21: Mean and Standard Deviation of a Former Department of Education and Training school

Variable	Mean Score	SD	Summary Rating
Access	21	2	Very good
Credibility	20	2	Very good
Decision-making	22	2	Very good
Learning opportunities	18	2	Good
Participate	20	2	Very good
Relationships	21	2	Very good
Roles	22	2	Very good
Teamwork	22	2	Very good
Teamwork in general	20	2	Very good
Vision	22	2	Very good
Policies	25	13	Very good

From table 4.21 one can judge how the SMT of the above school as well as their post level 1 educators rated their own practice on each of the aspects represented by the 11 variables. The mean scores vary between good and very good. The standard deviation ranges between 2 and 13. The 13 on the policies variable could be a case for concern for the school. Respondents had to rate their SMT's knowledge on variables such as their understanding of the difference between Governance and Management, SASA, PFMA and IQMS. The score of 13 shows that there responses on this variable differs. As previously mentioned, the SMT as the implementers of Government policies need to be conversant with most, if not all educational legislation. It is interesting to note that the two other schools, the Former House of Representative as well at that of the

Ex-Model C schools, scores on this particular variable, differed significantly. This could be the result of a variety of reasons, for instance, lack of support in unpacking policy documents, principals not availing the documents to the whole staff. The score of 2 on most of the other variables shows consistent responses from the particular school.

The next table, Table 4.22, shows the Mean and Standard Deviation of an Ex-Model C school.

Table 4:22: Mean and Standard Deviation of an Ex-Model C school

Variable	Mean Score	SD	Summary Rating
Access	21	4	Very good
Credibility	21	3	Very good
Decision-making	21	3	Very good
Learning opportunities	17	3	Good
Participate	23	3	Very good
Relationships	17	5	Good
Roles	19	4	Good
Teamwork	20	3	Very good
Teamwork in general	19	2	Good
Vision	22	3	Very good
Policies	19	3	Good

From table 4.22 one can judge how the SMT of the above school as well as their post level 1 educators rated their own practice on each of the

aspects represented by the 11 variables. The mean scores vary between good and very good. The standard deviation ranges between 2 and 5. It is interesting to note that as with the Mean and Standard deviation for Composite variables of SMT practices (Table 4.19), the biggest difference in score for this particular school, is on the relationship variable. The same possible reason, differences in opinion on the issue of relationships, could be valid here. The accessibility variable (score of 4) as well as the roles variables (score of 4) shows that respondents differ on these issues.

Apart from the findings analyzed so far, the interviews also sought to understand respondents' views on other issues. A discussion on these concepts will follow.

When prompted on their ***understanding of the specific roles of the SMT,*** there was an array of responses. Interviewee 3H (S) felt that *the SMT should take the leading role, to lead by example, to inspire, empower and target the weaker areas within the school.* Interviewee 4H (N) said that *the SMT should make sure that the school is running smoothly, because if there is no SMT, I think everything will fail, because everyone will do whatever he or she likes.* According to interviewee 3H (B), *the principal is the head of the school and the SMT the neck and the one are dependent on the other.* Interviewee 5P (S) felt that *the SMT*

should deliver and give direction; I hope in practice as well. One could infer that the interviewee means that SMT's should set the example. Interviewee 6H (S) said that *the SMT should formulate new ideas, keep everything on track and uphold the name of the school.* Interviewee 1P (N) *sees the role of the SMT as being a guide to the learners, the teachers, the parents and the community at large*. Interviewee 1H (S) felt that *the SMT should be aware of what is happening in educational circles in the country*. He complained that *the SMT, being in the frontline, is often blamed for decisions made by the Education Department.* He cited the SGB elections recently held and now have to be re-held because the Department declared them null and void.

On when ***their SMTs formally meet*** the respondents had different answers. Some SMTs meet once a week, others meet once a month, whilst there were SMTs who meet whenever there is a 'crisis'. It was interesting to note that most SMTs met during first or second break. This is not sufficient time to really sort out many issues because first break, which is the longer of the two, is only thirty minutes. As interviewee 3H (B) said *when the need arises, could be twice a week or, but maybe, almost, most of the time its once a month.* Interviewee 3H (S) also adds by saying *at least once a week, which possibly is not enough under the circumstances it just has to be enough unless, if urgent issues need to*

be discussed, then we can call special meetings which happen from time to time.

The problems that SMTs have are that most of them teach the whole day and after contact time, they are involved in extra-curricular activities. Nevertheless, it is important for SMT's to plan their meetings in order to improve their operations.

When prompted on ***the role they would like their principals to play in their SMTs*** there was an array of responses. Interviewee 3H (S) said that *his principal should play the role of chairman and facilitator*. The interviewee added that *the principal should encourage people to voice their opinions, and not to allow decisions to be dragged out*. Interviewee 4H (N) felt that her *principal should lead and also learn from other teachers, because when we have meetings, sometimes they are not conducted by her*. Interviewee 4H (S) added that their *principal should give direction, and keep the meetings focused on core business*. Interviewee 3H (B) summarized the general feeling in stating, *advisory, the principal should not tell us, he or she should not tell us what to do, we should work together as a team, that is why we are a team*.

Principals had the following to say when prompted on ***what role their SMTs expect them to play***. Interviewee 5P (S) said *obviously they*

looking to me for leadership so, as to where I am going, and I must say, at this point in time, because I think I came with a different style of leadership. I might be still learning to come to terms with this whole consensus thing, the whole sense of a team working together, our pleasure is that they're enjoying it, I think that's what they expect from me. Interviewee P1 (B) said that she *always invites her staff to share with her any ideas or problems*. Interviewee 1P (N) felt, that her SMT *expects her to make sure that the SMT works effectively and to be a driver*. She also added that *the SMT generally relies on the principal to initiate things.*

When prompted on ***what they would like to add or change in their SMTs*** the responses also varied. Most respondents said that they were satisfied with how their teams operated. There were some differences in some responses. Interviewee 1P (N) said *they would like their SMTs to see themselves as principals, managers and leaders. She wants them to take responsibility*. Interviewee 6H (S) said that *she would like to see more ladies on the SMT*. Interviewee 2H (B) complimented me when he asked if I could supply them with these guidelines (meaning the questionnaires). Interviewee 1H (S) said that *he would like to change the meeting times of their SMTs so that all members could attend*. He also added that *the Department of Education needs to play a more visible role in supporting them.*

4.4 Principal discussions of SMT meetings

The schools selected are as discussed in Chapter 1 of different context, geographical location and historical background. Under the apartheid regime ex-model C schools catered for white learners, Former House of Representatives catered for mostly coloured learners and the Former Department of Education and Training schools catered mostly for black learners. Table 4.23 reviews the topics that the different SMTs discussed at their meetings. This does not imply that these were the only topics up for discussion and it is not my intention to draw that conclusion. Also this is only one copy of minutes made available to me at the time from the Former House of Representative and Former Department of Education and Training schools. I received copies of four meetings held at the Former ex-Model C School. These are minutes of actual meetings and this may provide some insight into the concerns of SMTs.

Table 4:23: SMT minutes

Type of school	Topics of discussion
EX-MODEL C	➢ PURCHASING OF RESOURCES ➢ PLANS FOR SCHOOL'S BIRTHDAY ➢ WORK DISPLAY ➢ LEARNING AREA MEETINGS ➢ BURSARY APPLICATIONS FOR GRADE 4 LEARNERS ➢ SPECIAL ASSEMBLIES ➢ ADMIN PERIODS ➢ MAINTENANCE ➢ ATTRACTION OF TALENTED APPLICANTS (LEARNERS) ➢ BADGES FOR PROVINCIAL

	REPRESENTATIVES ➢ SCHOOL SPORT RESULTS ➢ FINANCIAL MANAGEMENT ISSUES ➢ DECLARATION OF STAFF WHO DO NOT PAY SCHOOL FEES AT BOTH PRIMARY AND HIGH SCHOOL ➢ CHANGES AND UPGRADES
HOUSE OF REPRESENTATIVE	➢ CONFIDENTIALITY ISSUES ➢ DISCIPLINE – LEARNERS and EDUCATORS ➢ METHODS AND WAYS OF PUNISHMENT ➢ ELECTIONS OF SGB MEMBERS
DEPARTMENT OF EDUCATION AND TRAINING	➢ LEARNER PROFILES ➢ TEACHER PORTFOLIOS ➢ FINANCIAL AND SOCIAL PROBLEMS OF LEARNERS ➢ LACK OF BIRTH CERTIFICATES ➢ LEARNER ASSESMENT

Table 4.23 indicates that there is a vast difference in the topics discussed in the different schools at SMT meetings. The ex-Model C School has a variety of issues over the whole school spectrum. The former House of Representative school's discussions focused on disciplinary and confidentiality issues, whilst the former Department of Education and training school discussed administrative problems. Although these minutes are open to any interpretation, it might be an indication that the divide between schools is still huge. One could argue that it is because of the disparities of apartheid, but on the other hand, it could reflect on the vision and attitudes of the stakeholders of a particular school.

4.5 Conclusion

The above reported and analyzed data has been received from respondents using rating questionnaires, semi-structured interviews, observation and minutes of SMT meetings. In this chapter, important findings have been highlighted through the help of interpretation.

It is clear that all schools have active SMTs whose members were committed to working in collaboration. Their decision-making processes are based on consensus rather than on voting. The mean scores for all schools varied between "good" and "very good" and SD scores also indicated similar responses from the SMT members. The only variable where the SD was 13 was on SMTs knowledge and application of government policies. This was apparent in the Former Department of Education and Training school (see Table 4.21 page 117).

The findings will be used in the following chapter to discuss some of the key notions and their relationship with the literature reviewed, in order to provide some assistance to SMTs.

CHAPTER 5

Discussion of findings

5.1 Introduction

Most educational views on participative management are in agreement that it does have certain benefits for schools. Especially in our young democracy, the concepts of shared decision-making, transparency, accountability, credibility, and teamwork, are vital in fulfilling the vision of quality education for all of our people. This was born out of discontent with hierarchal types of management structures in educational institutions, as well as a growing body of evidence from research that revealed significant advantages attributable to participative decision-making (see chapter 2 page 15).

Although the management team developments are evident in professional literature, little in the way of hard data is available to establish the extent to which policy changes have found their way into practice. Hopefully this study will shed some light on this problem

There are certain key themes from the literature as well at from the findings that could help to assist with the development of successful SMTs. A discussion on some of them will follow.

5.2 SMT participation in crafting of shared vision and mission statements

Firsltly, SMTs should have a **shared vision** as well as a **mission statement** and it is imperative that the SMT members should actively participate in crafting it. Vision crafting can be a powerfull tool to transform individuals as whole organizations. Lawrence and Moyo (2006:53) remark as follow:

> Vision crafting relate to the spirit of love that is ignited by and at the event; the spirit of determination to make things happen; the link with the past history and with the culture s) of the people; the importance of a team principle where dreams and plans are organized and collectively implemented; where achievements are celebrated; where everyone participates and is respected and listened to; where delays and obstacles do not destroy the spirit of transformation. It is based on a belief that the school together with the community does not wait for development; they drive it.

Vision crafting thus focuses individuals as well as their team's attention on a common goal. This can lead to growth in the individual and the team. The sharing of knowledge and skills could also help to build confidence to tackle more challenging tasks.

Although the results from the questionnaire used for this study have shown that most SMT members were actively involved and committed to achieving what they set out to do, it was clear from the interviews that in

practice, it was not always the case. To avoid problems for the SMT, a school needs to move forward on a clearly defined path. As a team, the SMT needs to subscribe to their vision and mission statements. If this does not happen it will lead to what Ehrich and Cranston (2004:24) refers to as internal power struggles between team members who then choose to implement their own agendas. This will undermine issues such as interpersonal relationships, trust and openness which are vital for building effective teams. According to Ehrich and Cranston (2004:26) the culture of teamwork (see page 5.7 on page 130) includes two elements. Firstly, the benefit of different perspectives among team members must lie within a framework of shared beliefs and values amounting to a common vision for the school. According to one of their respondents, all members bring different approaches and personalities which provide an effective balance, but all have a similar commitment to agreed aims and values and to the ethos of the school and secondly, team members must give precedence to whole school objectives over individual interests (Wallace and Huckman 1996:318).

5.3 SMTs understanding their roles and responsibilities

An important issue regarding the effective functioning of the SMT is **roles and responsibilities**. SMT members' roles should be clearly defined. This would give clarity to all members regarding their

responsibility and area of operation. It was clear from the interviews conducted that this does not happen in practice. Roles and responsibilities are not clearly defined and these have implications for accountability issues. Members do not know where their jurisdiction begins and ends and therefore, reporting on important projects may suffer for that reason. The literature also accentuates this point and notes that members should also understand the link between roles and a willingness to take up new ones as new tasks emerge. Wallace and Huckman (1996:318) findings also confirm the importance for team members to achieve clarity about their individual contribution and their respondents felt that job descriptions and job clarification sheets offer year by year targets. Maybe it would be better if roles were clearly ascribed to post levels. In that way, if one was appointed to a certain post, one would know exactly what the key performance areas of that particular post were.

5.4 SMTs participation in decision-making

Turnbull and Mee (2003:373) argue that the primary purpose of school management teams is to improve school-level **decision-making** by involving multiple voices from the school community. This encourages shared decision-making. Henkin and Wanat (1994:122) argue that shared decision-making through leadership teams is important for school

restructuring. In South Africa, we are in an ongoing process of restructuring our schools and shared decision-making is an important part of that process. In practice SMTs try to reach consensus on decisions. How shared decision-making actually takes place is another issue, whether by consensus or voting. It was interesting to note that the majority did not like to vote on issues, they preferred consensus. This is in line with DuVall and Erickson's (1981:64) observed Consensus Mode where the team wrestles with an issue until every person on the team can accept a solution. According to this view consensus generally provides high satisfaction amongst participants. It is highly commendable to want to include all stakeholders in the decision-making process. Unfortunately, however it can prolong the implementation of decisions made if one has to consult everyone all the time as this could turn SMT meetings into what is generally referred to as talk shows. Differentiation should be made between when the need arises for shared decision-making and when the principal is able to make a decision on his/her own.

5.5 SMTs understanding and application of educational policies

Any decisions made by the SMT should be based on a sound knowledge of what is in the best interest of the school. They should also be in line with educational policies and legislation. There is very little known of the extent of SMT members, **knowledge on educational policies**. This

study, although not claiming generalizability, has shown that SMT members do not have that sound knowledge of government policies. Therefore, it is possible that decisions made by the SMT could have legal implications for their school. The Department usually provides schools with guidelines on certain issues. Interpretation of these guidelines is left to the discretion of the school. This is where there could be confusion because interpretation of many school aspects may be varied and therefore, problematic. For instance, in the promotion requirements for grade 7 and 8 (South Africa: 2006) it is stated that learners need to achieve a minimum accepted level of performance. In the 7-point rating code, these exact words are not used, but only the words elementary achievement. There are no prescribed rating codes to ascertain whether a learner should progress or be retained. Schools therefore have to use their own interpretation as to what they would term minimum accepted levels of performance. This in turn may cause many problems with parental expectations.

5.6 SMTs implementation for quality assurance measures

This further makes it more difficult for SMTs to **assure standards of quality**. There is a need for the SMT, and preferably learners and parents as well, to understand and agree on standards of quality. They should have a clearly-stated and widely communicated assessment

policy and it should be understood by all stakeholders. An integral part of ensuring quality is the development and on-going training of SMT members. There needs to be a common understanding of purpose and procedures and the members of the team should take ownership of it. This requires a commitment from all team members. This process could begin with one-hour staff growth sessions after school where specific outcomes could be set. Each member of the team could prepare a section, e.g. aspects of the curriculum, problem solving skills, class management, etc. and present it to the team. SMT members can then, in their grade meetings, share this with their own smaller group. In that manner, the whole school could grow and a positive atmosphere would be instilled.

5.7 SMTs and teamwork

Cardno, (1999:1) argues that although the nature of **teamwork** presents possibilities for team learning, little time is spent on reflection, analysis and evaluation. Although most respondents, from the questionnaire, demonstrated a participation in ongoing learning and reflection to improve their overall effectiveness as a unit, there was no real evidence of it in the SMT minutes. Ehrich and Cranston (2004:26), remark that a shared culture, values, beliefs and effective team work processes among members of the SMT should be developed. According to the

respondents of this study, their contributions are acknowledged, team moral is high and there is mutual respect among team members. This will help to develop interpersonal skills and a culture of trust and support among the team. Cardno (2002:220) note that teams have considerable capacity to learn because they are units of action. The author further notes that the challenge in team learning lies at the point where people collectively interact to overcome the forces that work against honest communication, especially in situations fraught with conflict. Teams should recognize any possible barriers and remove them in order to facilitate team learning.

Turnbull and Mee (2003:373) explored the perspectives of teachers on their management teams and raised six areas of concern. These include problematic scheduling of SMT meetings, problems with information sharing, 'us and them' sentiments, requests for more training, request for participative decision-making and concerns about being labeled nonconformists when voicing concerns. The findings of this study, however showed the opposite. Most respondents felt that their SMT shared some of their decision-making powers with the rest of the staff and communicated reasons for making particular decisions to other members of staff. A possible reason for this difference could be because most schools make use of grade teams. Most SMT members are put in charge of a particular grade. Through this smaller decision-making body,

individual members have the opportunity to share their ideas. These ideas are then communicated to the SMT of the school. However, it is important that it be understood who has responsibility for and control over core school decisions. The grade system also helps to alleviate the 'us and them' sentiments.

5.8 SMTs and the enhancement of collegial relationships

To further **collegial relationships** between the SMT and the rest of the staff, it is important for SMT members to be seen to participate in all spheres of school life. The effect of informal communication cannot be emphasized enough. It affords members of staff an opportunity to share, in an informal manner, concerns, ideas and suggestions that could be invaluable to the school. This also promotes communication and accessibility. Parents and learners have the opportunity to engage with SMT members in an informal way. It might be difficult for some parents to visit the school for whatever reason and this gives them that chance. According to Wallace and Huckman (1996:320) it is important for SMTs that the team be accepted by outsiders. One of the respondents stated that the members of staff see the group as trying hard to make the teachers' positions as comfortable as possible in order for them to do the job they are best at, and that is to teach. Wallace and Huckman (1996:320) argue that SMTs should be flexible and invite staff from

outside the team to contribute where appropriate. The following reasons were raised by their respondents: to capitalize on staff expertise, to give recognition for their contribution and to demonstrate that the boundaries of the SMT were permeable, even to accommodating conflict.

Wallace and Huckman (1996:320) remark that in order to establish effective communication with other staff, strong links should be established with staff outside the SMT. This according to the authors will help to gather the views of staff outside the SMT, for overseeing the implementation of decisions and for monitoring outcomes. One of the respondents remarked that the SMT are very effective in monitoring what goes on in school. According to this respondent, the SMT raises issues that the staff feels unhappy about and coordinate much of what happens, bringing a positive improvement in whole school continuity and progression. The opposite may also be true when SMT members have their own agenda putting forward their own grievances while attributing them to other staff.

5.9 SMTs and how they build credibiltiy

The **credibility** of SMT members depends on a variety of factors e.g. confidentiality, consistency, compassion, trust as well as setting an example. Ehrich and Cranston (2004:26) emphasize that the credibility,

outside the team to contribute where appropriate. The following reasons were raised by their respondents: to capitalize on staff expertise, to give recognition for their contribution and to demonstrate that the boundaries of the SMT were permeable, even to accommodating conflict.

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competency and commitment of SMT members should be ensured. They should be willing to accept feedback, positive or negative on their actions and reflect on it. In ensuring efficient SMT organization, several Heads pointed to the importance of managing and disseminating outcomes of meetings efficiently (Wallace and Huckman, 1996:320). One of the respondents noted that agendas were planned ahead with items for any or all teams in the school and minutes kept by all members and available to all staff in the staffroom.

5.10 SMTs on the role of the principal

The findings of the study on how SMTs view the **role of their principal** and vice versa, is in line with the findings of Rutherford (2002:447) who researched the views of some Head teachers of Catholic primary schools in Birmingham. SMTs prefer that their principal take the lead and give direction. The importance of the role of the principal cannot be emphasized enough. Botha (2006:342) points to the school principal as the most important stakeholder in school –based management and school improvement. The Commonwealth Secretariat (as cited in Botha 2006:342) refers to the role of the principal as pivotal in providing the professional leadership required to provide positive learning environments.

If the above ideas are considered by SMTs it could assist in building a strong team. SMTs consist of individuals with different personalities and who might have different agendas. It might be wise to avoid possible pitfalls by taking the following findings by Wallace and Huckman (1996:320) into account. The authors highlight the following possible negative factors from their findings:

- ***Poor communication and ill-defined roles and responsibilities***. One Head remarked ruefully:" The SMT does not feed back to the staff or bring back issues. There is no clear agreed definition of role or function. We are constantly juggling with and adjusting roles which lead to uncertainty and confusion for staff. Who's responsible for what?" Such confusion seems likely to give rise to a 'credibility gap' between SMT members and other staff. Therefore every member of the SMT should know exactly what their roles and responsibilities are.

- ***Reluctance of SMT members to assume a leadership role***. Many heads reported on the unwillingness of other SMT members to take on a role where (according to the Heads' expectation) they would evaluate a colleague's work and thus transgress a teacher's traditional classroom autonomy. For SMT members to embrace the culture of teamwork promoted by these Heads, they must reject a

value which many are likely to have held as class teachers. They now would be responsible for monitoring the work of their colleagues.

- ***Constraints on timing of SMT meetings***. The lack of non-contact time meant that team members could not give of their best at meetings which had to be held outside the teaching day. In the words of one respondent:" As meetings need to take place after school for financial reasons, thoughts are not at their sharpest".

It is best for SMTs to have a fixed time for meetings. My personal opinion is that it should be after school but this should not rule out emergency or urgent meetings. Issues under discussion will not be rushed because of a need to rush back to class. Meetings need not to take very long if SMTs meet regularly. If SMT members meet once a week for a period of an hour, they will be able to avoid any neglect of important matters.

5.11 Conclusion

Although there are no prescribed guidelines for a successful SMT, the discussed issues could be taken into consideration and would hopefully assist in making teams more dynamic.

SMT members must participate in the crafting of their mission and vision statements in order to focus their energies. Roles and responsibilities should be made clear so that members could be held accountable. Decision-making as one of the SMTs core business should be shared and include all stakeholders. A concerted effort should be made by members of the SMT to understand all policies governing education. This will enhance their confidence as well as their credibility. It is important for members of the SMT to set the example in their operations and do everything in their ability to include colleagues. The principal has an important part to play in bonding the team and taking it forward.

The concluding chapter will explore the main ideas of chapters 2, 3 and 4 as well as reach some conclusions. It will also include possible further research following on from the findings of this study.

Chapter 6

Summary, Conclusions and Recommendations

6.1 Introduction

This chapter reflects on the whole study. It draws together key ideas, lessons and questions that the research raises. It is divided into the following sections:

- Main ideas from each chapter
- Conclusions and
- Recommendations for the development of Effective SMTs as well as for further research.

6.2 Main ideas from each chapter

The first chapter sets the context and focus of the study. It puts forward research questions that seeks to discover how SMTs work and what their everyday practices look like.

The research questions raised in Chapter one is first systematically interrogated in the literature review chapter. Apart from the growing

literature examining the tendency towards devolution of power as well as school-based team management practices, little is known on how SMTs actually work. Botha (2006:1) notes that in South Africa, educational policy investigations undertaken within the last decade by the Department of Education focused on the need for all stakeholders in education to work in participative ways. The author further notes that at the core of these policy initiatives and legislation, such as the Report of the Task Team on Education Management Development (1996) and the South African Schools Act of 1996, is a process of decentralizing decision-making as well as a significant process of democratization in the ways in which schools should be governed and managed.

The growing literature examining the tendency towards school-based team management practices was triggered through an array of factors which included issues such as the changing roles of principals, devolution of power, shared decision–making ideas, participative management and issues of collaboration.

In South Africa there was a need to transform the apartheid society into a vibrant and successful democracy. Although the vision for transforming the education system had been set out in the policy frameworks, the system was still shaped by the procedures of the past. This was because of the authoritarian styles of principals who rarely consulted with

stakeholders. This has caused the different stakeholders to view the management of schools as illegitimate.

Educational management development strategies to help solve these problems included the formation of SMTs. For these management teams to do their work successfully certain issues should be in place. These include clarity of roles and responsibilities, shared visions, ensuring credibility and team work amongst others.

This chapter thus explored the following:

- Global views on participative or collaborative management in schools
- Overview of the historical background on education management in South Africa
- Teams and teamwork
- Why participative or collaborative management
- What are SMTs and how do they work
- Teacher's perspective on SMTs
- Principal's perspectives on SMTs, and
- Guidelines or principles for the operation of SMTs in schools

After identifying the gaps in the literature, chapter 3 focuses on issues of methodology in preparation for the empirical work of the study. This chapter explained the research methodology and design used in this

study, the theoretical underpinnings and arguments for the research design, instruments and the entire process of data.

The two main traditions that have been influential in educational research are positivism and rationalism. Positivism is based on the belief that the world is external and objective and that the researcher should focus on 'facts out there' to be discovered through scientific method. Rationalism is driven by the perspective that the world is socially constructed and that the researcher should focus on meanings attached to various situations and actions. With regard to paradigms, the interpretive paradigm, that informs this research, is discussed.

The interpretive paradigm posits that the world, including educational organizations and groups, like SMTs are socially constructed. Research operating in this framework, therefore, focuses on social interactions and the meanings attached to them. Revealing these meanings enables participants to peer into their own belief systems, attitudes, assumptions and ideologies underlying their practices.

This chapter contains a discussion on the following:

- Orientation of the study
- The research design, and

- Methods used in data collection

This was for me the most challenging and rewarding chapter. It was challenging in the sense that I realized that I had to structure the path I wanted to follow in this chapter.

I had to integrate my beliefs, my worldview with those of my respondents. Since I have been using a case study, I also had to be aware of the traditional prejudices against it. I could not allow equivocal evidence or biased views to influence the direction of the findings and conclusions.

The data collection methods I used, questionnaires, interviews and minutes of SMT meetings also had their own challenges. It was difficult to ascertain whether respondents completed the questionnaires to 'protect' their schools or whether they expressed their sincere feelings. The contradictions between the findings of the interviews and the findings of the questionnaire made me question their sincerity. My experience as a principal and a SMT member for over 15 years assisted me in establishing a balanced report on how my respondents explained events in their lives.

In order to enhance the quality and credibility of the study, I've used different strategies, e.g. piloting, reflexivity and triangulation of data sources. Although sometimes difficult, in critical self-reflection I realized the importance of observing my own perspective or voice as well as the voices of my respondents.

In producing the data for this study, I took into consideration that research is a contested terrain and whatever methods used have to be justified in terms of the aims of the research as well as on epistemological and conceptual grounds.

Chapter 4 encompasses the data analysis and interpretation. Data is presented in three sections followed by a conclusion. The first gives the characteristics of respondents, the second a report on the operating practices of SMTs and the third a cross tabulation of the schools with observational notes and minutes of SMT meetings.

Under section A, the characteristics of respondents are discussed under the following variables:

- Age and gender
- Professional qualifications
- Positions of Respondents

- Teacher organizations
- Language of instruction, as well as by
- Home language.

Section B is a discussion on the findings of the questionnaire, semi-structured interviews and minutes of SMT meetings. Respondents were asked to rate their schools SMTs on a six point rating scale on 10 broad variables with sub questions included. The 10 variables included the following:

- School vision
- Specific roles
- Knowledge of educational policies
- Developing a shared culture
- Values and beliefs and effective team work processes
- Decision-making of SMT members
- Developing collegial relations with other staff
- Ensuring learning opportunities for members of SMT's
- Participation of SMT in various school teams
- Accessibility of SMT members
- Credibility of SMT members, and
- Teamwork in general.

In conclusion, a discussion of principals' views on SMT meetings followed.

6.3 Conclusion

The findings from this study on the operating practices of SMTs were as follows:

6.3.1 **School vision**: Under this variable it was clear that most SMTs actively participated in the crafting of their school vision and mission statements. The mode was a 4 which meant that most of the respondents agreed that they subscribed to their school vision and were committed to achieving it.

6.3.2 **Specific roles:** The mode for this variable was also a 4 which meant that most respondents agreed that their SMTs had a clear understanding of their roles. They agreed that they have clearly defined roles and that they had agreed upon performance standards. They strongly agreed on their willingness to take on leadership roles when required.

6.3.3 **Knowledge of Educational policies:** The mode for this variable was also a 4 which indicated that most SMTs agreed that they had a

sound knowledge of educational policies. The findings show their agreement on issues such as governance and management. The only issue they were not sure of was their awareness of the Legislative frameworks governing Education such as SASA and PFMA (mode of 3). They were also in agreement on and dedicated to the implementation of IQMS (mode of 4).

6.3.4 **Shared culture, values and beliefs**: The mode for this variable was a 4 which indicated that most SMTs felt that their contributions were acknowledged by their respective teams. The findings also showed that their team morale was high and that there was mutual respect among their team members. As a result of their common goals their teams worked cooperatively.

6.3.5 **Decision-making of SMT members:**

From the findings it appears that the SMTs were satisfied with their decision-making processes. They were in agreement (mode of 4) that they accepted accountability for the decisions they make. They also agreed that they reflect, analyze and evaluate the decisions they make. They also were in agreement that they presented a united view on the decisions taken.

6.3.6 **Developing collegial relationships with other staff**: In order to build sound relationships with the whole staff, SMTs agreed that they shared some of their decision-making powers with the rest of the staff (mode of 4). The findings showed that SMTs communicated the reason for taking a decision to other members of staff. They also adopted practices that ensured the operations and deliberations of the SMT are transparent and consulted non-members when they needed their expertise.

6.3.7 **Ensuring learning opportunities for members of SMTs**: The mode for this variable was 4, meaning that most respondents were in agreement that their SMTs ensured learning opportunities for their members. Nevertheless there were two 3's which indicated that respondents was not sure. These areas include the issues of training for new SMT members as well as the induction of new members. It appears from the findings that new members of the SMT are not trained in what is expected of them. These new members are also not formally inducted in order to familiarize themselves with the operating practices of their SMTs.

6.3.8 **SMT actively participates in various school teams**: The findings show that the mode for this variable is 4. This confirms that the SMTs studied agreed that their members participate in their various

school teams. They actively participate in extra-curricular and developmental teams. This is important for SMT members in order for them to strengthen the relations between themselves and the other stakeholders of the school.

6.3.9 **Accessibility of SMTs**: The findings show that the mode for this variable is a 5 which indicate that the SMTs strongly indicated their agreement that they were accessible. The SMTs indicated that they were known to the broader stakeholders of their schools and that these stakeholders could approach them at any time.

6.3.10 **Credibility of SMT members**: The findings show that the mode for this variable was a 4 which indicate an agreement on the credibility of the SMTs studied. Respondents felt that they were credible because they treated information shared with confidentiality. The findings also showed that SMTs was able to produce outcomes in an allocated timeframe and see decisions through consistently. They interacted with all stakeholders with empathy and compassion and through their actions set an example for them.

6.3.11 **Teamwork in general:** The findings for this variable show that the mode was 4 which indicated an agreement that they were satisfied with their teamwork in general. The respondents indicated that they

organizes think-tanks to plan strategically, have formal planning sessions where they consider all stakeholders inputs. They also expressed their satisfaction with their team building exercises and emphasized the importance to treat each other with respect.

6.4 Recommendations

From the findings as well as the literature review one can safely deduce that respondents preferred the team structure. It seems as if most of the literature is in agreement with the team concept to help solve the challenges faced by schools. It makes practical sense if one considers the complexities of managing schools today. It is a management development strategy that could yield positive outcomes for the whole school. Firstly, it leads to improved communication between the Principal, senior staff members and the rest of the staff. This in turn increases the professionalism of team members because they are now spending more time discussing managerial matters. Principals are now seen as more facilitative and collaborative. As a result of this increased involvement, SMT members seemed more aware of the full range and complexity of decisions that had to be made in their schools. Because of the shared decision-making, SMT members seem to be willing to assume responsibilities for important tasks within their schools. This in turn also could increase the quality of decision making.

The increased involvement of members in management issues means that there are larger pools of educators initiating change, raising questions, speaking out and becoming more independent. It could also lead to an improved relationship between the whole staff.

Although there are no prescribed recipe for the building of SMTs the following recommendations could be considered.

6.4.1 **For development of Effective SMTs**

- The purpose of the team and how it fits in with school improvement should be made clear. Principals sometimes are confused and may view shared decision-making as an end rather than a means to increase achievement and improve working conditions. Principals should restrain from reverting back to old practices and make top-down decisions.

- Apart from the positives of working as a team, principals also need to be aware of certain problems associated with teams. Shared decision-making could take up quite an amount of time. It could be sometimes difficult to get all members together to make

decisions. There should be clarity on what decisions members ought to be involved in.

- Training of team members is critical for the development of the SMT. SMTs should identify the areas in which they require training and an action plan should be drafted to make it a reality. Any school improvement plan should include all stakeholders, and not only SMT members.

- Principals need to share their responsibilities with their senior staff. This also encompasses the concepts of collaboration and participative management. This does not mean that the formation of team structures hold only positives for principals. Certain structures need to be in place for teams to function well. Team members should feel that their contributions are acknowledged and that their ideas respected. Issues of accountability should be made clear to all members.

- Communication is vital for the successful functioning of a SMT. This should include communication amongst team members as well as the rest of the staff. Reasons why certain decisions are made should be made clear to the staff.

- SMTs should receive training in areas of conflict management, curriculum issues as well as educational legislation and policies. This will enhance their confidence to take on more challenging tasks.

- Team building exercises should have a regular place on the year plan of schools. Formal and informal sessions should be arranged where team members can socialize and come to know each other. The Department of Education and Teacher unions could play a large part in this. It will be to the benefit of both organizations if educators could attend regular in-service training sessions. Communities should be mobilized to take an active part in the education of their children.

It is important for SMT members to realize that the common good of the team are more important than that of the individual member.

6.4.2 **For further Research**

The focus of this research was on how do primary schools SMTs operate in practice as well as how they view teamwork as a core strategy for managing

the school. From this research, there is an array of possibilities for future research. A discussion on possible research questions will now follow:

- **How do SMTs impact on school improvement?** Botha (2006:342) did a case study in Gauteng province in an attempt to conceptualize the important and pivotal leadership role of the school principal in ensuring school improvement via effective school-based management in South African schools. A possible study could centre around how SMTs impact on school improvement.

- **Are SMTs a principal's solution or headache?** This possible study could unearth interesting findings. The possibility exists that principals could use or abuse their team for their own convenience. Principals could harness support from their senior staff and in so doing have stronger links with the rest of their staff. The senior members could help influence the rest of the staff to support the principal. Principals could also be forced into accepting decisions for which they would ultimately be responsible. SMTs could also be seen as a facade for authoritarian leadership when they are there to give credibility to decisions made by the principal.

- **Are SMTs a divisive or unity factor?** In any organization one will inevitably find members who are stronger than others. These members could harness support from other members to push through their own agendas. If SMT members share confidential meeting decisions with other staff members, the credibility of the whole team will suffer. This could cause divisions between staff members and some SMT members. Another possible problem could be if a SMT member is not satisfied with a decision, they could make it clear to their own grouping that they wish to distance themselves from a particular decision. The SMT could then be perceived as divisive. The opposite is also true. If the SMT presents a united front and acts exemplarily, it could have a positive on the school as a whole.

- **The role of the SMT versus the role of the School Governing Body (SGB)** also offers an opportunity to explore. The SGB are the senior decision-making body at a school. The Educator component of the SGB is elected by the whole teaching staff irrespective of position. It happens that post level 1 educator's represent the educators on the SGB. The SMT is supposed to implement the decisions made by the SGB. It is possible that this type of situation could cause problems.

- **An educational law perspective on the delegation of authority by school principals.** In an effort to alleviate the demands on principals,

the current ideas on school-based management SMTs were borne. It is a logical conclusion that principals will delegate some of their responsibilities. Mbatha, Grobler and Loock (2006:3) explain that in today's litigious society, every management action of the school principal is potentially loaded with legal implications. The authors explain that it is important for the school principal to have a clear understanding of legal principles that equally apply to education management. Their research has examined the legal implications of delegation as one of the school principal's managerial tasks. This research proceeds from the premise that the school principal possesses statutory delegated authority and common law discretionary powers of delegation. It is therefore crucial that in exercising such powers, due consideration should be given to certain legal principles, such as the **delegates delegare non potest** rule prescribing that 'a delegate cannot delegate his authority' and the **ultra-vires doctrine**, restricting the exceeding of powers given. Research could be done on how well school principals understand this and other legal principles and its implications for SMTs.

The above recommendations were unearthed through this study and it offers possibilities for future research.

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Appendices

Appendix 1

Questionnaire

QUESTIONNAIRE

ON OPERATIONS OF

SENIOR MANAGEMENT TEAMS (SMTs)

May/June 2006

For

Principals, Deputy Principals,
Head of Departments & Educators

QUESTIONNAIRE

ON OPERATIONS OF

SENIOR MANAGEMENT TEAMS (SMTs)

May/June 2006

For

Principals, Deputy Principals,
Head of Departments & Educators

Introduction

I am currently investigating the operation practices of School Management Teams (SMT's) in primary schools. It is vital that I obtain your opinion as a Principal/Deputy Principal/HOD/Educator regarding this aspect.

Please keep the following in mind when you complete the questionnaire:

- Do not write your name on the questionnaire. It remains anonymous.
- Please use a pen and not a pencil.
- There are no correct or incorrect answers. All that is required is your honest opinion.
- Please complete the whole questionnaire.
- Your first spontaneous reaction is the most valid so work quickly and accurately. Do not ponder too long over any particular question/item.
- If you would like to change your response to a question do so by clearly crossing out the incorrect response and circling your intended response.
- The questionnaire should take about 20 minutes to complete.
- After completion, please return it to the person from whom it was received.

Thank you for your assistance.

SECTION A

PERSONAL AND GENERAL INFORMATION

Please circle the appropriate number.

1. Gender

Male 1

Female 2

2. Your Age. Please circle the appropriate number.

Between 20 – 30 1

Between 31 – 40 2

Between 41 – 50 3

Between 51 – 60 4

Above 61 5

3. **To which of the following educator organizations do you belong? Please tick on the space next to the name of the organization.**

SADTU .....
PEU .....
TUATA .....
NUE .....
NATU .....
SAOU .....
NAPTOSA .....
SAVBO .....
OTHER .....

4. Mother tongue? Please tick on the space next to the languages.

ZULU	.....
XHOSA	.....
AFRIKAANS	.....
TSWANA	.....
SEPEDI	.....
ENGLISH	.....
SOUTH SOTHO	.....
TSONGA	.....
SWAZI	.....
NDEBELE	.....
VENDA	.....
SWATI	.....
HINDI	.....
TAMIL	.....
OTHER (Specify)	.....

5. Teaching experience. Please circle the appropriate number.

0 – 10 years	1
11 - 20 years	2
21 – 30 years	3
31 - 40 years	4
41 and above	5

6. Your highest educational qualification. Please circle the appropriate number.

Lower than grade 12	1
Grade 12	2
Post school diploma/certificate	3
Teacher's diploma/certificate plus further education diploma/certificate	4
Bachelor's degree	5
Bachelor's degree plus a teacher's diploma/certificate	6
Post graduate qualification	7

7. Language of instruction at your school. Please circle the appropriate number.

Afrikaans	1
English	2
Double medium (two languages simultaneously in every class)	3
Parallel medium (two languages for all subjects in different classes)	4
Other (specify)	5

SECTION B

Instructions

Please read each statement carefully and circle the number that you feel closely describes what you have observed or experienced about your SMT. Use the rating scale below.

Rating scale

0 = Do not understand

1 = Strongly disagree

2 = Disagree

3 = Not sure

4 = Agree

5 = Strongly agree

1. **Name of School:**_____

1. **Position of person rating: (e.g. Principal, Deputy Principal, HOD or Educator)**_____

	School Vision	**Rating** (***Please circle the number that best describes your SMT***)					
1.	SMT members actively participate in crafting the mission statement of the school	0	1	2	3	4	5
2.	SMT members subscribe to the school vision.	0	1	2	3	4	5
3.	SMT members are committed to achieving the school vision	0	1	2	3	4	5
4.	SMT members are committed	0	1	2	3	4	5

	to involve other staff members and learners in achieving the school vision						
5.	SMT members engage external stakeholders, i.e. parents, community, etc. in realizing the school vision.	0	1	2	3	4	5
	Specific Roles						
1.	Roles are clearly defined and put into writing	0	1	2	3	4	5
2.	Performance standards are agreed upon	0	1	2	3	4	5
3.	Necessary delegation of powers are in place	0	1	2	3	4	5
4.	Accountability measures are in place	0	1	2	3	4	5
5.	SMT members are willing to take on leadership roles when required	0	1	2	3	4	5
	Knowledge of educational policies						
1.	SMT members understand that the school is a juristic body	0	1	2	3	4	5
2.	SMT members understand the difference between Governance & Management	0	1	2	3	4	5
3.	SMT members are aware of the Legislative Framework governing Education, (SASA, PFMA, Norms & Standards)	0	1	2	3	4	5
4.	SMT members are consulted in Policy decision making, e.g. Language, Religion, Admission, etc.	0	1	2	3	4	5
5.	SMT members fully conversant and dedicated to the implementation of IQMS	0	1	2	3	4	5
	Developing a shared culture, values and beliefs and effective team work processes.						
1.	My contributions are acknowledge by the team	0	1	2	3	4	5
2.	Team morale is high	0	1	2	3	4	5

3.	Mutual respect is evident among team members	0	1	2	3	4	5
4.	All team members share common goals	0	1	2	3	4	5
5.	The team works cooperatively	0	1	2	3	4	5
	Decision-making of SMT members.						
1.	The SMT accepts collective accountability for the outcome of decisions taken by them	0	1	2	3	4	5
2.	The SMT reflects, analyze and evaluate on decisions made	0	1	2	3	4	5
3.	The decisions taken by the SMT is of better quality then those taken by an individual alone	0	1	2	3	4	5
4.	SMT members understand they make decisions in the best interest of the school	0	1	2	3	4	5
5.	SMT presents a united view on decisions taken by them	0	1	2	3	4	5
	Developing collegial relations with other staff.						
1.	The SMT shares some of their decision-making powers with the rest of the staff	0	1	2	3	4	5
2.	The SMT communicates the reason for taking a decision to other members of staff	0	1	2	3	4	5
3.	The SMT consults non-members when they need the expertise	0	1	2	3	4	5
4.	Minutes of SMT meetings are shared with the rest of the staff	0	1	2	3	4	5
5.	SMT adopts practices that ensure the operations and deliberations of the SMT are transparent	0	1	2	3	4	5

	Ensuring learning opportunities for members of SMT's						
1.	New SMT members receive training in participative management	0	1	2	3	4	5
2.	SMT members subscribe to the principle of lifelong learning and thereby create opportunities for them to grow, individually and as a team	0	1	2	3	4	5
3.	Planned inductions are arranged for new members of the team to be socialized and integrated into the workings of the team	0	1	2	3	4	5
4.	Individual members as well as whole team participate in structured development activities to provide training to support team development.	0	1	2	3	4	5
5.	SMT members participate in ongoing learning and reflection to improve their overall effectiveness as a unit	0	1	2	3	4	5
	SMT actively participate in various school teams						
1.	Curriculum, e.g. grade teams, phase teams, etc.	0	1	2	3	4	5
2.	IQMS Teams	0	1	2	3	4	5
3.	Extra- curricular, e.g. sport, cultural, etc.	0	1	2	3	4	5
4.	Human resource development	0	1	2	3	4	5
5.	Discipline, e.g. prefect body, monitor's body. etc.	0	1	2	3	4	5
	Accessibility of SMT						
1.	All stakeholders know who SMT members are	0	1	2	3	4	5
2.	Learners feel free to approach SMT members	0	1	2	3	4	5
3.	Educators feel free to approach SMT members	0	1	2	3	4	5

4.	Parents feel free to approach SMT members	0	1	2	3	4	5
5.	Community members feel free to approach SMT members.	0	1	2	3	4	5
	Credibility of SMT members						
1.	SMT members treat any information shared as confidential	0	1	2	3	4	5
2.	SMT members can produce outcomes in an allocated timeframe and according to agreed standards.	0	1	2	3	4	5
3.	SMT members interact with all stakeholders with compassion and empathy	0	1	2	3	4	5
4.	SMT members set an example for all stakeholders	0	1	2	3	4	5
5.	SMT members can see decisions through consistently	0	1	2	3	4	5
	Teamwork in General						
1.	SMT organizes think-tanks to plan strategically	0	1	2	3	4	5
2.	SMT have formal planning sessions where all stakeholders inputs are considered	0	1	2	3	4	5
3.	SMT meets socially where work is not discussed	0	1	2	3	4	5
4.	SMT organizes team building exercises for the whole staff	0	1	2	3	4	5
5.	SMT members treat each other with respect	0	1	2	3	4	5

Thank you very much

Appendix 2

Reliability test

****** Method 1 (space saver) will be used for this analysis ******

R E L I A B I L I T Y A N A L Y S I S - S C A L E (A L P H A)

Reliability Coefficients

N of Cases = 21.0 N of Items = 55

Alpha = .8681

Appendix 3

Interview schedule: Introduction

Introduction

1. Introducing Myself

I am Clyde Adams a student at the University of Fort Hare, studying towards a Masters of Education degree under the supervision of Dr George Moyo.

2. Restating purpose, Context, and Intended Use of Interview

My research topic is *the operations of School Management Teams in Primary Schools.* The purpose of the study is to explore how SMTs work as teams in managing the schools and the strengths and challenges they face.

3. Assuring Confidentiality and Anonymity

Please note that whatever you say, or do, or show me will be treated in complete confidentiality and in case I have to quote you verbatim, I will use pseudonyms instead of your actual name.

4. Permission to Tape

I would like to tape the conversation for accurate recollection of our discussion and to avoid writing disturbances during the conversation. You have a right to ask for the transcript to review it before any use in the report or to totally cancel it. Do you have any objection if I tape this conversation? [If the answer is yes, take notes; if the answer is no, switch the tape on].

5. Any Questions

Before we start, do you have any questions about the purpose, the context, and use of interviews of this investigation; confidentiality and anonymity; tape recording; or any other thing you would like to ask me? [If the answer is no, ask the first question in the guide. If the answer is yes, spent some time answering the questions by providing more clarifications]

Appendix 4

Interview schedule

Interview Schedule

1. Does your school have a vision and mission statement? If yes, ask the following; Who were involved in crafting the vision and mission statement? How was it developed" If no, ask whether the respondent feel that it is important and who should be involved.

2. How does your SMT go about in engaging other stakeholders in realizing the school's vision?

3. What do you understand to be the roles of the SMT?

4. Does each member of the SMT have a specific role and are these roles clearly defined and in writing?

5. What mechanisms are in place to assure that you perform these roles satisfactorily?

6. What is the difference between your role as a SMT and that of the SGB?

7. How do you and your SMT go about establishing policies, e.g. Language, admission, etc. for your school?

8. What do you understand by quality assurance?

    - Whole School Evaluation
    - Developmental appraisal
    - Performance Management

9. What do you think are essential ingredients for an effective team?

10. How do you and your SMT go about making decisions as an SMT

11. What is the relationship between the SMT and the rest of the staff?

12. What opportunities exist at your school to develop SMT members?

13. What teams or committees do you have at your school? How actively are your SMT involved in these committees?

14. In what way is your SMT accessible to all stakeholders?

15. Do you feel that all stakeholders can approach you and your SMT in trust? Why?

16. What role do you expect your principal to play in your SMT? **Question would change to**; what role do you feel is expected of as part of the SMT, when interviewing principal.

17. If there is anything that you would like to change in your SMT, what would it be and why?

18. Is there any other issue you would like to add about how your SMT operate?

Appendix 5

Data Sets

Appendix 5

Code book

CODE BOOK SHOWING VARIABLE DESCRIPTION

List of variables on the working file

Name		Position
GENDER	GENDER OF RESPONDENTS Print Format: F8.2 Write Format: F8.2 Missing Values: 99.00	1

Value	Label
1.00	MALE
2.00	FEMALE

AGE	AGE OF RESPONDENTS Print Format: F8.2 Write Format: F8.2 Missing Values: 99.00	2

Value	Label
1.00	BETWEEN 20 AND 30
2.00	BETWEEN 31 AND 40
3.00	BETWEEN 41 AND 50
4.00	BETWEEN 51 AND 60
5.00	ABOVE 61

ORGAN	EDUCATOR ORGANIZATIONS Print Format: F8.2 Write Format: F8.2 Missing Values: 99.00	3

Value	Label
1.00	SADTU
2.00	PEU
3.00	TUATA
4.00	NUE
5.00	NATU
6.00	SAOU
7.00	NAPTOSA
8.00	SAVBO
9.00	OTHER

LANGUAGE	MOTHER TONGUE Print Format: F8.2 Write Format: F8.2 Missing Values: 99.00	4

Value	Label
1.00	ZULU
2.00	XHOSA
3.00	AFRIKAANS
4.00	TSWANA
5.00	SEPEDI
6.00	ENGLISH
7.00	SOUTH SOTHO
8.00	TSONGA
9.00	SWAZI
10.00	NDEBELE
11.00	VENDA
12.00	SWATI
13.00	HINDI

14.00 TAMIL
15.00 OTHER

TEACHING TEACHING EXPERIENCE 5
Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value	Label
1.00	0 TO 10 YEARS
2.00	11 TO 20 YEARS
3.00	21 TO 30 YEARS
4.00	31 TO 40 YEARS
5.00	41 AND ABOVE

QUALIFY EDUCATIONAL QUALIFICATIONS 6
Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value	Label
1.00	LOWER THAN GRADE 12
2.00	GRADE 12
3.00	POST SCHOOL DIPLOMA/CERTIFICATE
4.00	TEACHER'S DIPLOMA/CERTIFICATE PLUS FURTHER EDUCATION DIPLOMA
5.00	BACHELOR'S DEGREE
6.00	BACHELOR'S DEGREE PLUS A TEACHER'S DILOMA/CERTIFICATE
7.00	POST GRADUATE QUALIFICATION

LANGINST LANGUAGE OF INSTRUCTION 7
Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value	Label
1.00	AFRIKAANS
2.00	ENGLISH
3.00	DOUBLE MEDIUM/TWO LANGUAGES SIMULTANEOUSLY IN EVERY CLASS
4.00	PARALLEL MEDIUM/TWO LANGUAGES FOR ALL SUBJECTS IN DIFFERENT
5.00	OTHER(SPECIFY)

SCHNAM NAME OF SCHOOL 8
Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value	Label
1.00	BUFFALO PRIMARY
2.00	NONTUTHUZELO PRIMARY
3.00	STIRLING PRIMARY

POSITION POSITION OF PERSON RATING 9
Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value	Label
1.00	PRINCIPAL
2.00	DEPUTY PRINCIPAL
3.00	HEAD OF DEPARTMENT
4.00	EDUCATOR

VISION1 SMT MEMBERS ACTIVELY PARTICIPATES IN CRAFTING THE MISSION ST 10
Print Format: F8.2

Write Format: F8.2
Missing Values: 99.00

Value	Label
.00	DO NOT UNDERSTAND
1.00	STRONGLY DISAGREE
2.00	DISAGREE
3.00	NOT SURE
4.00	AGREED
5.00	STRONGLY AGREE

VISION2 SMT MEMBERS SUBSCRIBE TO THE SCHOOL VISION 11
Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value	Label
.00	DO NOT UNDERSTAND
1.00	STRONGLY DISAGREE
2.00	DISAGREE
3.00	NOT SURE
4.00	AGREED
5.00	STRONGLY AGREE

VISION3 SMT MEMBERS ARE COMMITTED TO ACHIEVING THE SCHOOL VISION 12
Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value	Label
.00	DO NOT UNDERSTAND
1.00	STRONGLY DISAGREE
2.00	DISAGREE
3.00	NOT SURE
4.00	AGREED
5.00	STRONGLY AGREE

VISION4 SMT MEMBERS ARE COMMITTED TO INVOLVE OTHER STAFF MEMBERS AND 13
Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value	Label
.00	DO NOT UNDERSTAND
1.00	STRONGLY DISAGREE
2.00	DIASGREE
3.00	NOT SURE
4.00	AGREED
5.00	STRONGLY AGREE

VISION5 SMT MEMBERS ENGAGE EXTERNAL STAKEHOLDERS, I.E. PARENTS, COMM 14
Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value	Label
.00	DO NOT UNDERSTAND
1.00	STRONGLY DISAGREE
2.00	DISAGREE
3.00	NOT SURE

4.00 AGREED
5.00 STRONGLY AGREE

ROLES1 ROLES ARE CLEARLY DEFINED AND PUT INTO WRITING 15
Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value Label

.00 DO NOT UNDERSTAND
1.00 STRONGLY DISAGREE
2.00 DISAGREE
3.00 NOT SURE
4.00 AGREED
5.00 STRONGLY AGREE

ROLES2 PERFORMANCE STANDARDS ARE AGREED UPON 16
Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value Label

.00 DO NOT UNDERSTAND
1.00 STRONGLY DISAGREE
2.00 DISAGREE
3.00 NOT SURE
4.00 AGREED
5.00 STRONGLY AGREE

ROLES3 NECESSARY DELEGATION OF POWERS ARE IN PLACE 17
Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value Label

.00 DO NOT UNDERSTAND
1.00 STRONGLY DISAGREE
2.00 DISAGREE
3.00 NOT SURE
4.00 AGREED
5.00 STRONGLY AGREE

ROLES4 ACCOUNTABILITY MEASURES ARE IN PLACE 18
Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value Label

.00 DO NOT UNDERSTAND
1.00 STRONGLY DISAGREE
2.00 DISAGREE
3.00 NOT SURE
4.00 AGREED
5.00 STRONGLY AGREE

ROLES5 SMT MEMBERS ARE WILLING TO TAKE ON LEADERSHIP ROLES WHEN REQ 19
Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value Label

.00 DO NOT UNDERSTAND
1.00 STRONGLY DISAGREE
2.00 DISAGREE

3.00 NOT SURE
4.00 AGREED
5.00 STRONGLY AGREE

POLICY1 SMT MEMBERS UNDERSTAND THAT THE SCHOOL IS A JURISTIC BODY 20
Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value	Label
.00	DO NOT UNDERSTAND
1.00	STRONGLY DISAGREE
2.00	DISAGREE
3.00	NOT SURE
4.00	AGREED
5.00	STRONGLY AGREE

POLICY2 SMT MEMBERS UNDERSTAND THE DIFFERENCE BETWEEN GOVERNANCE & M 21
Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value	Label
.00	DO NOT UNDERSTAND
1.00	STRONGLY DISAGREE
2.00	DISAGREE
3.00	NOT SURE
4.00	AGREED
5.00	STRONGLY AGREE

POLICY3 SMT MEMBERS ARE AWARE OF THE LEGISLATIVE FRAMEWORK GOVERNING 22
Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value	Label
.00	DO NOT UNDERSTAND
1.00	STRONGLY DISAGREE
2.00	DISAGREE
3.00	NOT SURE
4.00	AGREED
5.00	STRONGLY AGREE

POLICY4 SMT MEMBERS ARE CONSULTED IN POLICY DECISION-MAKING, E.G. LA 23
Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value	Label
.00	DO NOT UNDERSTAND
1.00	STRONGLY DISAGREE
2.00	DISAGREE
3.00	NOT SURE
4.00	AGREED
5.00	STRONGLY AGREE

POLICY5 SMT MEMBERS ARE FULLY CONVERSANT AND DEDICATED TO THE IMPLEM 24
Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value	Label
.00	DO NOT UNDERSTAND
1.00	STRONGLY DISAGREE
2.00	DISAGREE
3.00	NOT SURE
4.00	AGREED
5.00	STRONGLY AGREE

TEAM1 MY CONTRIBUTIONS ARE ACKNOWLEDGE BY THE TEAM 25
Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value	Label
.00	DO NOT UNDERSTAND
1.00	STRONGLY DISAGREE
2.00	DISAGREE
3.00	NOT SURE
4.00	AGREE
5.00	STRONGLY AGREE

TEAM2 TEAM MORALE IS HIGH 26
Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value	Label
.00	DO NOT UNDERSTAND
1.00	STROGLY DISAGREE
2.00	DISAGREE
3.00	NOT SURE
4.00	AGREED
5.00	STROGLY AGREE

TEAM3 MUTUAL RESPECT IS EVIDENT AMONG TEAM MEMBERS 27
Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value	Label
.00	DO NOT UNDERSTAND
1.00	STRONGLY DISAGREE
2.00	DISAGREE
3.00	NOT SURE
4.00	AGREED
5.00	STRONGLY AGREE

TEAM4 ALL TEAM MEMBERS SHARE COMMON GOALS 28
Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value	Label
.00	DO NOT UNDERSTAND
1.00	STRONGLY DISAGREE
2.00	DISAGREE
3.00	NOT SURE
4.00	AGREED
5.00	STRONGLY AGREE

TEAM5 THE TEAM WORKS COOPERATIVELY 29
Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value	Label
.00	DO NOT UNDERSTAND
1.00	STRONGLY DISAGREE
2.00	DISAGREE
3.00	NOT SURE
4.00	AGREED
5.00	STRONGLY AGREE

DECIDE1 THE SMT ACCEPTS COLLECTIVE ACCOUNTABILITY FOR THE OUTCOME OF 30
Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value	Label
.00	DO NOT UNDERSTAND
1.00	STRONGLY DISAGREE
2.00	DISAGREE
3.00	NOT SURE
4.00	AGREED
5.00	STRONGLY AGREE

DECIDE2 THE SMT REFLECTS, ANALYZE AND EVALUATE ON DECISIONS MADE 31
Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value	Label
.00	DO NOT UNDERSTAND
1.00	STRONGLY DISAGREE
2.00	DISAGREE
3.00	NOT SURE
4.00	AGREED
5.00	STRONGLY AGREE

DECIDE3 THE DECISIONS TAKEN BY THE SMT IS OF BETTER QUALITY THEN THO 32
Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value	Label
.00	DO NOT UNDERSTAND
1.00	STRONGLY DISAGREE
2.00	DISAGREE
3.00	NOT SURE
4.00	AGREED
5.00	STRONGLY AGREE

DECIDE4 SMT MEMBERS UNDERSTAND THEY MAKE DECISIONS IN THE BEST INTER 33
Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value	Label
.00	DO NOT UNDERSTAND
1.00	STRONGLY DISAGREE
2.00	DISAGREE
3.00	NOT SURE
4.00	AGREED
5.00	STRONGLY AGREE

DECIDE5 SMT PRESENTS A UNITED VIEW ON DECISIONS TAKEN BY THEM 34
Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value	Label
.00	DO NOT UNDERSTAND
1.00	STRONGLY DISAGREE
2.00	DISAGREE
3.00	NOT SURE
4.00	AGREED
5.00	STRONGLY AGREE

RELAT1 THE SMT SHARES SOME OF THEIR DECISION-MAKING POWERS WITH THE 35
Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value	Label
.00	DO NOT UNDERSTAND
1.00	STRONGLY DISAGREE
2.00	DISAGREE
3.00	NOT SURE
4.00	AGREED
5.00	STRONGLY AGREE

RELAT2 THE SMT COMMUNICATES THE REASON FOR TAKING A DECISION TO OTH 36
Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value	Label
.00	DO NOT UNDERSTAND
1.00	STRONGLY DISAGREE
2.00	DISAGREE
3.00	NOT SURE
4.00	AGREED
5.00	STRONGLY AGREE

RELAT3 THE SMT CONSULTS NON-MEMBERS WHEN THEY NEED THEIR EXPERTISE 37
Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value	Label
.00	DO NOT UNDERSTAND
1.00	STRONGLY DISAGREE
2.00	DISAGREE
3.00	NOT SURE
4.00	AGREED
5.00	STRONGLY AGREE

RELAT4 MINUTES OF SMT MEETINGS ARE SHARED WITH THE REST OF THE STAF 38
Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value	Label
.00	DO NOT UNDERSTAND

1.00	STRONGLY DISAGREE	
2.00	DISAGREE	
3.00	NOT SURE	
4.00	AGREED	
5.00	STRONGLY AGREE	

RELAT5 ADOPTS PRACTICES THAT ENSURE THE OPERATIONS AND DELIBERATION 39

Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value	Label
.00	DO NOT UNDERSTAND
1.00	STRONGLY DISAGREE
2.00	DISAGREE
3.00	NOT SURE
4.00	AGREED
5.00	STRONGLY AGREE

LEARN1 NEW SMT MEMBERS RECEIVE TRAINING IN PARTICIPATIVE MANAGEMENT 40

Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value	Label
.00	DO NOT UNDERSTAND
1.00	STRONGLY DISAGREE
2.00	DISAGREE
3.00	NOT SURE
4.00	AGREED
5.00	STRONGLY AGREE

LEARN2 SMT SUBSCRIBE TO PRINCIPLE OF LIFELONG LEARNING AND THEREBY 41

Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value	Label
.00	DO NOT UNDERSTAND
1.00	STRONGLY DISAGREE
2.00	DISAGREE
3.00	NOT SURE
4.00	AGREED

LEARN3 PLANNED INDUCTIONS ARE ARRANGED FOR NEW MEMBERS TO BE SOCIAL 42

Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value	Label
.00	DO NOT UNDERSTAND
1.00	STRONGLY DISAGREE
2.00	DISAGREE
3.00	NOT SURE
4.00	AGREED
5.00	STRONGLY AGREE

LEARN4 WHOLE TEAM PARTICIPATE IN STRUCTURED DEVELOPMENT ACTIVITIES 43

Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value	Label
.00	DO NOT UNDERSTAND

1.00 STRONGLY DISAGREE
2.00 DISAGREE
3.00 NOT SURE
4.00 AGREED
5.00 STRONGLY AGREE

LEARN5 SMT MEMBERS PARTICIPATE IN ONGOING LEARNING AND REFLECTION T 44
Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value Label

.00 DO NOT UNDERSTAND
1.00 STRONGLY DISAGREE
2.00 DISAGREE
3.00 NOT SURE
4.00 AGREED
5.00 STRONGLY AGREE

PART1 CURRICULUM,E.G. GRADE TEAMS, PHASE TEAMS, ETC. 45
Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value Label

.00 DO NOT UNDERSTAND
1.00 STRONGLY DISAGREE
2.00 DISAGREE
3.00 NOT SURE
4.00 AGREED
5.00 STRONGLY AGREE

PART2 IQMS TEAMS 46
Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value Label

.00 DO NOT UNDERSTAND
1.00 STRONGLY DISAGREE
2.00 DISAGREE
3.00 NOT SURE
4.00 AGREED
5.00 STRONGLY AGREE

PART3 EXTRA-CURICULAR, E.G. SPORT, CULTURAL, ETC. 47
Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value Label

.00 DO NOT UNDERSTAND
1.00 STRONGLY DISAGREE
2.00 DISAGREE
3.00 NOT SURE
4.00 AGREED
5.00 STRONGLY AGREE

PART4 HUMAN RESOURCE DEVELOPMENT 48
Print Format: F8.2
Write Format: F8.2

Missing Values: 99.00

Value	Label
.00	DO NOT UNDERSTAND
1.00	STRONGLY DISAGREE
2.00	DISAGREE
3.00	NOT SURE
4.00	AGREED
5.00	STRONGLY AGREE

PART5 DISCIPLINE, E.G. PREFECT BODY, MONITOR'S BODY, ETC. 49
Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value	Label
.00	DO NOT UNDERSTAND
1.00	STRONGLY DISAGREE
2.00	DISAGREE
3.00	NOT SURE
4.00	AGREED
5.00	STRONGLY AGREE

ACCESS1 ALL STAKEHOLDERS KNOW WHO SMT MEMBERS ARE 50
Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value	Label
.00	DO NOT UNDERSTAND
1.00	STRONGLY DISAGREE
2.00	DISAGREE
3.00	NOT SURE
4.00	AGREED
5.00	STRONGLY AGREE

ACCESS2 LEARNERS FEEL FREE TO APPROACH SMT MEMBERS 51
Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value	Label
.00	DO NOT UNDERSTAND
1.00	STRONGLY DISAGREE
2.00	DISAGREE
3.00	NOT SURE
4.00	AGREED
5.00	STRONGLY AGREE

ACCESS3 EDUCATORS FEEL FREE TO APPROACH SMT MEMBERS 52
Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value	Label
.00	DO NOT UNDERSTAND
1.00	STRONGLY DISAGREE
2.00	DISAGREE
3.00	NOT SURE
4.00	AGREED
5.00	STRONGLY AGREE

ACCESS4 PARENTS FEEL FREE TO APPROACH SMT MEMBERS 53
Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value	Label
.00	DO NOT UNDERSTAND
1.00	STRONGLY DISAGREE
2.00	DISAGREE
3.00	NOT SURE
4.00	AGREED
5.00	STRONGLY AGREE

ACCESS5 COMMUNITY MEMBERS FEEL FREE TO APPROACH SMT MEMBERS 54
Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value	Label
.00	DO NOT UNDERSTAND
1.00	STRONGLY DISAGREE
2.00	DISAGREE
3.00	NOT SURE
4.00	AGREED
5.00	STRONGLY AGREE

CRED1 SMT MEMBERS TREAT ANY INFORMATION SHARED AS CONFIDENTIAL 55
Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value	Label
.00	DO NOT UNDERSTAND
1.00	STRONGLY DISAGREE
2.00	DISAGREE
3.00	NOT SURE
4.00	AGREED
5.00	STRONGLY AGREE

CRED2 SMT MEMBERS CAN PRODUCE OUTCOMES IN AN ALLOCATED TIMEFRAME A 56
Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value	Label
.00	DO NOT UNDERSTAND
1.00	STRONGLY DISAGREE
2.00	DISAGREE
3.00	NOT SURE
4.00	AGREED
5.00	STRONGLY AGREE

CRED3 SMT MEMBERS INTERACT WITH ALL STAKEHOLDERS WITH COMPASSION A 57
Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value	Label
.00	DO NOT UNDERSTAND
1.00	STRONGLY DISAGREE
2.00	DISAGREE
3.00	NOT SURE

```
            4.00     AGREED
            5.00     STRONGLY AGREE

CRED4       SMT MEMBERS SET AN EXAMPLE FOR ALL STAKEHOLDERS                  58
            Print Format: F8.2
            Write Format: F8.2
            Missing Values: 99.00

            Value    Label

              .00    DO NOT UNDERSTAND
             1.00    STRONGLY DISAGREE
             2.00    DISAGREE
             3.00    NOT SURE
             4.00    AGREED
             5.00    STRONGLY AGREE
```



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CRED5       SMT MEMBERS CAN SEE DECISIONS THROUGH CONSISTENTLY               59
            Print Format: F8.2
            Write Format: F8.2
            Missing Values: 99.00

            Value    Label

              .00    DO NOT UNDERSTAND
             1.00    STRONGLY DISAGREE
             2.00    DISAGREE
             3.00    NOT SURE
             4.00    AGREED
             5.00    STRONGLY AGREE

GENTEAM1    SMT ORGANIZE THINK-TANKS TO PLAN STRATEGICALLY                   60
            Print Format: F8.2
            Write Format: F8.2
            Missing Values: 99.00

            Value    Label

              .00    DO NOT UNDERSTAND
             1.00    STRONGLY DISAGREE
             2.00    DISAGREE
             3.00    NOT SURE
             4.00    AGREED
             5.00    STRONGLY AGREE

GENTEAM2    SMT'S HAVE FORMAL PLANNING SESSIONS WHERE ALL STAKEHOLDERS I     61
            Print Format: F8.2
            Write Format: F8.2
            Missing Values: 99.00

            Value    Label

              .00    DO NOT UNDERSTAND
             1.00    STRONGLY DISAGREE
             2.00    DISAGREE
             3.00    NOT SURE
             4.00    AGREED
             5.00    STRONGLY AGREE
```



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GENTEAM3    SMT MEETS SOCIALLY WHERE WORK IS NOT DISCUSSED                   62
            Print Format: F8.2
            Write Format: F8.2
            Missing Values: 99.00

            Value    Label
```

.00	DO NOT UNDERSTAND
1.00	STRONGLY DISAGREE
2.00	DISAGREE
3.00	NOT SURE
4.00	AGREED
5.00	STRONGLY AGREE

GENTEAM4 SMT ORGANIZES TEAM BUILDING EXERCISES FOR THE WHOLE STAFF 63

Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value	Label
.00	DO NOT UNDERSTAND
1.00	STRONGLY DISAGREE
2.00	DISAGREE
3.00	NOT SURE
4.00	AGREED
5.00	STRONGLY AGREE

GENTEAM5 SMT MEMBERS TREAT EACH OTHER WITH RESPECT 64

Print Format: F8.2
Write Format: F8.2
Missing Values: 99.00

Value	Label
.00	DO NOT UNDERSTAND
1.00	STRONGLY DISAGREE
2.00	DISAGREE
3.00	NOT SURE
4.00	AGREED
5.00	STRONGLY AGREE

Appendix 5

Data Set A

Mode & SD

ACCESS1 ALL STAKEHOLDERS KNOW WHO SMT MEMBERS AR

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
STRONGLY DISAGREE	1.00	1	3.7	3.7	3.7
NOT SURE	3.00	4	14.8	14.8	18.5
AGREED	4.00	9	33.3	33.3	51.9
STRONGLY AGREE	5.00	13	48.1	48.1	100.0
	Total	27	100.0	100.0	

Mode 5.000 Std dev .974

Valid cases 27 Missing cases 0

- -

ACCESS2 LEARNERS FEEL FREE TO APPROACH SMT MEMBE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT SURE	3.00	6	22.2	22.2	22.2
AGREED	4.00	10	37.0	37.0	59.3
STRONGLY AGREE	5.00	11	40.7	40.7	100.0
	Total	27	100.0	100.0	

Mode 5.000 Std dev .786

Valid cases 27 Missing cases 0

ACCESS3 EDUCATORS FEEL FREE TO APPROACH SMT MEMB

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT SURE	3.00	3	11.1	11.1	11.1
AGREED	4.00	10	37.0	37.0	48.1
STRONGLY AGREE	5.00	14	51.9	51.9	100.0
	Total	27	100.0	100.0	

Mode 5.000 Std dev .694

Valid cases 27 Missing cases 0

- -

ACCESS4 PARENTS FEEL FREE TO APPROACH SMT MEMBER

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	2.00	1	3.7	3.7	3.7

NOT SURE	3.00	8	29.6	29.6	33.3
AGREED	4.00	8	29.6	29.6	63.0
STRONGLY AGREE	5.00	10	37.0	37.0	100.0
	Total	27	100.0	100.0	

Mode 5.000 Std dev .920

Valid cases 27 Missing cases 0

29 Dec 06 SPSS for MS WINDOWS Release 6.1

ACCESS5 COMMUNITY MEMBERS FEEL FREE TO APPROACH

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	2.00	1	3.7	3.7	3.7
NOT SURE	3.00	8	29.6	29.6	33.3
AGREED	4.00	13	48.1	48.1	81.5
STRONGLY AGREE	5.00	5	18.5	18.5	100.0
	Total	27	100.0	100.0	

Mode 4.000 Std dev .786

Valid cases 27 Missing cases 0

- -

AGE AGE OF RESPONDENTS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
BETWEEN 31 AND 40	2.00	7	25.9	25.9	25.9
BETWEEN 41 AND 50	3.00	10	37.0	37.0	63.0
BETWEEN 51 AND 60	4.00	9	33.3	33.3	96.3
ABOVE 61	5.00	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

Mode 3.000 Std dev .864

Valid cases 27 Missing cases 0

29 Dec 06 SPSS for MS WINDOWS Release 6.1

CRED1 SMT MEMBERS TREAT ANY INFORMATION SHARED

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT SURE	3.00	4	14.8	14.8	14.8
AGREED	4.00	13	48.1	48.1	63.0
STRONGLY AGREE	5.00	10	37.0	37.0	100.0
	Total	27	100.0	100.0	

Mode 4.000 Std dev .698

Valid cases 27 Missing cases 0

CRED2 SMT MEMBERS CAN PRODUCE OUTCOMES IN AN A

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT SURE	3.00	7	25.9	25.9	25.9
AGREED	4.00	16	59.3	59.3	85.2
STRONGLY AGREE	5.00	4	14.8	14.8	100.0
	Total	27	100.0	100.0	

Mode 4.000 Std dev .641

Valid cases 27 Missing cases 0

29 Dec 06 SPSS for MS WINDOWS Release 6.1

CRED3 SMT MEMBERS INTERACT WITH ALL STAKEHOLDE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT SURE	3.00	6	22.2	22.2	22.2
AGREED	4.00	15	55.6	55.6	77.8
STRONGLY AGREE	5.00	6	22.2	22.2	100.0
	Total	27	100.0	100.0	

Mode 4.000 Std dev .679

Valid cases 27 Missing cases 0

CRED4 SMT MEMBERS SET AN EXAMPLE FOR ALL STAKE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT SURE	3.00	2	7.4	7.7	7.7
AGREED	4.00	15	55.6	57.7	65.4
STRONGLY AGREE	5.00	9	33.3	34.6	100.0
	99.00	1	3.7	Missing	
	Total	27	100.0	100.0	

Mode 4.000 Std dev .604

Valid cases 26 Missing cases 1

29 Dec 06 SPSS for MS WINDOWS Release 6.1

CRED5 SMT MEMBERS CAN SEE DECISIONS THROUGH CO

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT SURE	3.00	6	22.2	23.1	23.1
AGREED	4.00	17	63.0	65.4	88.5
STRONGLY AGREE	5.00	3	11.1	11.5	100.0

	99.00	1	3.7	Missing
	Total	27	100.0	100.0

Mode 4.000 Std dev .588

Valid cases 26 Missing cases 1

- -

CREDIB

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	15.00	1	3.7	4.0	4.0
	16.00	1	3.7	4.0	8.0
	17.00	2	7.4	8.0	16.0
	18.00	1	3.7	4.0	20.0
	19.00	2	7.4	8.0	28.0
	20.00	8	29.6	32.0	60.0
	21.00	3	11.1	12.0	72.0
	22.00	3	11.1	12.0	84.0
	23.00	2	7.4	8.0	92.0
	25.00	2	7.4	8.0	100.0
	.	2	7.4	Missing	
	Total	27	100.0	100.0	

Mode 20.000 Std dev 2.471

Valid cases 25 Missing cases 2

DECIDE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	15.00	1	3.7	3.7	3.7
	16.00	1	3.7	3.7	7.4
	18.00	1	3.7	3.7	11.1
	19.00	2	7.4	7.4	18.5
	20.00	4	14.8	14.8	33.3
	21.00	4	14.8	14.8	48.1
	22.00	6	22.2	22.2	70.4
	23.00	5	18.5	18.5	88.9
	24.00	1	3.7	3.7	92.6
	25.00	2	7.4	7.4	100.0
	Total	27	100.0	100.0	

Mode 22.000 Std dev 2.386

Valid cases 27 Missing cases 0

- -

DECIDE1 THE SMT ACCEPTS COLLECTIVE ACCOUNTABILIT

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent

NOT SURE	3.00	5	18.5	18.5	18.5
AGREED	4.00	15	55.6	55.6	74.1
STRONGLY AGREE	5.00	7	25.9	25.9	100.0
	Total	27	100.0	100.0	

Mode 4.000 Std dev .675

Valid cases 27 Missing cases 0

DECIDE2 THE SMT REFLECTS, ANALYZE AND EVALUATE O

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT SURE	3.00	4	14.8	14.8	14.8
AGREED	4.00	18	66.7	66.7	81.5
STRONGLY AGREE	5.00	5	18.5	18.5	100.0
	Total	27	100.0	100.0	

Mode 4.000 Std dev .587

Valid cases 27 Missing cases 0

- -

DECIDE3 THE DECISIONS TAKEN BY THE SMT IS OF BET

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT SURE	3.00	3	11.1	11.1	11.1
AGREED	4.00	13	48.1	48.1	59.3
STRONGLY AGREE	5.00	11	40.7	40.7	100.0
	Total	27	100.0	100.0	

Mode 4.000 Std dev .669

Valid cases 27 Missing cases 0

DECIDE4 SMT MEMBERS UNDERSTAND THEY MAKE DECISIO

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT SURE	3.00	1	3.7	3.7	3.7
AGREED	4.00	11	40.7	40.7	44.4
STRONGLY AGREE	5.00	15	55.6	55.6	100.0
	Total	27	100.0	100.0	

Mode 5.000 Std dev .580

Valid cases 27 Missing cases 0

- -

DECIDE5 SMT PRESENTS A UNITED VIEW ON DECISIONS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT SURE	3.00	2	7.4	7.4	7.4
AGREED	4.00	16	59.3	59.3	66.7
STRONGLY AGREE	5.00	9	33.3	33.3	100.0
	Total	27	100.0	100.0	

Mode 4.000 Std dev .594

Valid cases 27 Missing cases 0

- -

GENDER GENDER OF RESPONDENTS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
MALE	1.00	10	37.0	37.0	37.0
FEMALE	2.00	17	63.0	63.0	100.0
	Total	27	100.0	100.0	

Mode 2.000 Std dev .492

Valid cases 27 Missing cases 0

GENTEAM1 SMT ORGANIZE THINK-TANKS TO PLAN STRATEG

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	2.00	1	3.7	3.7	3.7
NOT SURE	3.00	4	14.8	14.8	18.5
AGREED	4.00	18	66.7	66.7	85.2
STRONGLY AGREE	5.00	4	14.8	14.8	100.0
	Total	27	100.0	100.0	

Mode 4.000 Std dev .675

Valid cases 27 Missing cases 0

- -

GENTEAM2 SMT'S HAVE FORMAL PLANNING SESSIONS WHER

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	2.00	1	3.7	3.7	3.7
NOT SURE	3.00	7	25.9	25.9	29.6
AGREED	4.00	14	51.9	51.9	81.5
STRONGLY AGREE	5.00	5	18.5	18.5	100.0
	Total	27	100.0	100.0	

Mode 4.000 Std dev .770

Valid cases 27 Missing cases 0

GENTEAM3 SMT MEETS SOCIALLY WHERE WORK IS NOT DIS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
STRONGLY DISAGREE	1.00	4	14.8	14.8	14.8
DISAGREE	2.00	1	3.7	3.7	18.5
NOT SURE	3.00	11	40.7	40.7	59.3
AGREED	4.00	9	33.3	33.3	92.6
STRONGLY AGREE	5.00	2	7.4	7.4	100.0
	Total	27	100.0	100.0	

Mode 3.000 Std dev 1.134

Valid cases 27 Missing cases 0

- -

GENTEAM4 SMT ORGANIZES TEAM BUILDING EXERCISES FO

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	2.00	1	3.7	3.7	3.7
NOT SURE	3.00	7	25.9	25.9	29.6
AGREED	4.00	15	55.6	55.6	85.2
STRONGLY AGREE	5.00	4	14.8	14.8	100.0
	Total	27	100.0	100.0	

Mode 4.000 Std dev .736

Valid cases 27 Missing cases 0

GENTEAM5 SMT MEMBERS TREAT EACH OTHER WITH RESPEC

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT SURE	3.00	1	3.7	3.7	3.7
AGREED	4.00	14	51.9	51.9	55.6
STRONGLY AGREE	5.00	12	44.4	44.4	100.0
	Total	27	100.0	100.0	

Mode 4.000 Std dev .572

Valid cases 27 Missing cases 0

- -

LANGINST LANGUAGE OF INSTRUCTION

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
ENGLISH	2.00	21	77.8	77.8	77.8
DOUBLE MEDIUM/TWO LA	3.00	5	18.5	18.5	96.3
OTHER(SPECIFY)	5.00	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

Mode 2.000 Std dev .669

Valid cases 27 Missing cases 0

LANGUAGE MOTHER TONGUE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
XHOSA	2.00	10	37.0	37.0	37.0
AFRIKAANS	3.00	3	11.1	11.1	48.1
ENGLISH	6.00	14	51.9	51.9	100.0
	Total	27	100.0	100.0	

Mode 6.000 Std dev 1.942

Valid cases 27 Missing cases 0

- -

LEARN1 NEW SMT MEMBERS RECEIVE TRAINING IN PART

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
STRONGLY DISAGREE	1.00	3	11.1	11.1	11.1
DISAGREE	2.00	1	3.7	3.7	14.8
NOT SURE	3.00	16	59.3	59.3	74.1
AGREED	4.00	6	22.2	22.2	96.3
STRONGLY AGREE	5.00	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

Mode 3.000 Std dev .940

Valid cases 27 Missing cases 0

LEARN2 SMT SUBSCRIBE TO PRINCIPLE OF LIFELONG L

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT SURE	3.00	6	22.2	22.2	22.2
AGREED	4.00	15	55.6	55.6	77.8
	5.00	6	22.2	22.2	100.0
	Total	27	100.0	100.0	

Mode 4.000 Std dev .679

Valid cases 27 Missing cases 0

- -

LEARN3 PLANNED INDUCTIONS ARE ARRANGED FOR NEW

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
STRONGLY DISAGREE	1.00	3	11.1	11.1	11.1
NOT SURE	3.00	15	55.6	55.6	66.7
AGREED	4.00	9	33.3	33.3	100.0
	Total	27	100.0	100.0	

Mode 3.000 Std dev .892

Valid cases 27 Missing cases 0

LEARN4 WHOLE TEAM PARTICIPATE IN STRUCTURED DEV

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
STRONGLY DISAGREE	1.00	1	3.7	3.7	3.7
DISAGREE	2.00	2	7.4	7.4	11.1
NOT SURE	3.00	8	29.6	29.6	40.7
AGREED	4.00	13	48.1	48.1	88.9
STRONGLY AGREE	5.00	3	11.1	11.1	100.0
	Total	27	100.0	100.0	

Mode 4.000 Std dev .934

Valid cases 27 Missing cases 0

- -

LEARN5 SMT MEMBERS PARTICIPATE IN ONGOING LEARN

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT SURE	3.00	8	29.6	29.6	29.6
AGREED	4.00	13	48.1	48.1	77.8
STRONGLY AGREE	5.00	6	22.2	22.2	100.0
	Total	27	100.0	100.0	

Mode 4.000 Std dev .730

Valid cases 27 Missing cases 0

LEARNOP

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	11.00	1	3.7	3.7	3.7
	13.00	2	7.4	7.4	11.1
	15.00	1	3.7	3.7	14.8
	16.00	5	18.5	18.5	33.3
	17.00	3	11.1	11.1	44.4
	18.00	4	14.8	14.8	59.3
	19.00	4	14.8	14.8	74.1
	20.00	4	14.8	14.8	88.9
	21.00	2	7.4	7.4	96.3
	23.00	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

Mode 16.000 Std dev 2.705

Valid cases 27 Missing cases 0

- -

ORGAN EDUCATOR ORGANIZATIONS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
SADTU	1.00	14	51.9	51.9	51.9
NUE	4.00	12	44.4	44.4	96.3
SAOU	6.00	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

Mode 1.000 Std dev 1.649

Valid cases 27 Missing cases 0

PART1 CURRICULUM,E.G. GRADE TEAMS, PHASE TEAMS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DO NOT UNDERSTAND	.00	1	3.7	3.7	3.7
NOT SURE	3.00	2	7.4	7.4	11.1
AGREED	4.00	14	51.9	51.9	63.0
STRONGLY AGREE	5.00	10	37.0	37.0	100.0
	Total	27	100.0	100.0	

Mode 4.000 Std dev 1.027

Valid cases 27 Missing cases 0

- -

PART2 IQMS TEAMS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	2.00	1	3.7	3.7	3.7
NOT SURE	3.00	5	18.5	18.5	22.2

AGREED	4.00	11	40.7	40.7	63.0
STRONGLY AGREE	5.00	10	37.0	37.0	100.0
	Total	27	100.0	100.0	

Mode 4.000 Std dev .847

Valid cases 27 Missing cases 0

PART3 EXTRA-CURICULAR, E.G. SPORT, CULTURAL, E

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
AGREED	4.00	13	48.1	50.0	50.0
STRONGLY AGREE	5.00	13	48.1	50.0	100.0
	99.00	1	3.7	Missing	
	Total	27	100.0	100.0	

Mode 4.000 Std dev .510

* Multiple modes exist. The smallest value is shown.

Valid cases 26 Missing cases 1

- -

PART4 HUMAN RESOURCE DEVELOPMENT

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT SURE	3.00	7	25.9	26.9	26.9
AGREED	4.00	14	51.9	53.8	80.8
STRONGLY AGREE	5.00	5	18.5	19.2	100.0
	99.00	1	3.7	Missing	
	Total	27	100.0	100.0	

Mode 4.000 Std dev .688

Valid cases 26 Missing cases 1

PART5 DISCIPLINE, E.G. PREFECT BODY, MONITOR'S

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT SURE	3.00	2	7.4	7.4	7.4
AGREED	4.00	13	48.1	48.1	55.6
STRONGLY AGREE	5.00	12	44.4	44.4	100.0
	Total	27	100.0	100.0	

Mode 4.000 Std dev .629

Valid cases 27 Missing cases 0

PARTPATE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	16.00	1	3.7	4.0	4.0
	18.00	5	18.5	20.0	24.0
	19.00	2	7.4	8.0	32.0
	20.00	6	22.2	24.0	56.0
	22.00	2	7.4	8.0	64.0
	23.00	1	3.7	4.0	68.0
	24.00	3	11.1	12.0	80.0
	25.00	5	18.5	20.0	100.0
	.	2	7.4	Missing	
	Total	27	100.0	100.0	

Mode 20.000 Std dev 2.862

Valid cases 25 Missing cases 2

POLICES

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	15.00	2	7.4	7.4	7.4
	17.00	3	11.1	11.1	18.5
	18.00	3	11.1	11.1	29.6
	19.00	6	22.2	22.2	51.9
	20.00	2	7.4	7.4	59.3
	21.00	2	7.4	7.4	66.7
	22.00	3	11.1	11.1	77.8
	23.00	3	11.1	11.1	88.9
	24.00	1	3.7	3.7	92.6
	25.00	1	3.7	3.7	96.3
	62.00	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

Mode 19.000 Std dev 8.527

Valid cases 27 Missing cases 0

POLICY1 SMT MEMBERS UNDERSTAND THAT THE SCHOOL I

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT SURE	3.00	3	11.1	11.1	11.1
AGREED	4.00	16	59.3	59.3	70.4
STRONGLY AGREE	5.00	7	25.9	25.9	96.3
	44.00	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

Mode 4.000 Std dev 7.692

Valid cases 27 Missing cases 0

POLICY2 SMT MEMBERS UNDERSTAND THE DIFFERENCE BE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT SURE	3.00	6	22.2	22.2	22.2
AGREED	4.00	14	51.9	51.9	74.1
STRONGLY AGREE	5.00	7	25.9	25.9	100.0
	Total	27	100.0	100.0	

Mode 4.000 Std dev .706

Valid cases 27 Missing cases 0

- -

POLICY3 SMT MEMBERS ARE AWARE OF THE LEGISLATIVE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	2.00	1	3.7	3.7	3.7
NOT SURE	3.00	12	44.4	44.4	48.1
AGREED	4.00	10	37.0	37.0	85.2
STRONGLY AGREE	5.00	4	14.8	14.8	100.0
	Total	27	100.0	100.0	

Mode 3.000 Std dev .792

Valid cases 27 Missing cases 0

POLICY4 SMT MEMBERS ARE CONSULTED IN POLICY DECI

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT SURE	3.00	5	18.5	18.5	18.5
AGREED	4.00	12	44.4	44.4	63.0
STRONGLY AGREE	5.00	10	37.0	37.0	100.0
	Total	27	100.0	100.0	

Mode 4.000 Std dev .736

Valid cases 27 Missing cases 0

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POLICY5 SMT MEMBERS ARE FULLY CONVERSANT AND DED

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	2.00	1	3.7	3.7	3.7

NOT SURE	3.00	7	25.9	25.9	29.6
AGREED	4.00	13	48.1	48.1	77.8
STRONGLY AGREE	5.00	6	22.2	22.2	100.0
	Total	27	100.0	100.0	

Mode 4.000 Std dev .801

Valid cases 27 Missing cases 0

POSITION POSITION OF PERSON RATING

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
PRINCIPAL	1.00	3	11.1	11.1	11.1
DEPUTY PRINCIPAL	2.00	3	11.1	11.1	22.2
HEAD OF DEPARTMENT	3.00	7	25.9	25.9	48.1
EDUCATOR	4.00	14	51.9	51.9	100.0
	Total	27	100.0	100.0	

Mode 4.000 Std dev 1.039

Valid cases 27 Missing cases 0

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QUALIFY EDUCATIONAL QUALIFICATIONS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
POST SCHOOL DIPLOMA/	3.00	1	3.7	3.7	3.7
TEACHER'S DIPLOMA/CE	4.00	12	44.4	44.4	48.1
BACHELOR'S DEGREE	5.00	1	3.7	3.7	51.9
BACHELOR'S DEGREE PL	6.00	8	29.6	29.6	81.5
POST GRADUATE QUALIF	7.00	5	18.5	18.5	100.0
	Total	27	100.0	100.0	

Mode 4.000 Std dev 1.292

Valid cases 27 Missing cases 0

RELAT1 THE SMT SHARES SOME OF THEIR DECISION-MA

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
STRONGLY DISAGREE	1.00	1	3.7	3.7	3.7
NOT SURE	3.00	1	3.7	3.7	7.4
AGREED	4.00	14	51.9	51.9	59.3
STRONGLY AGREE	5.00	11	40.7	40.7	100.0
	Total	27	100.0	100.0	

Mode 4.000 Std dev .859

Valid cases 27 Missing cases 0

- -

RELAT2 THE SMT COMMUNICATES THE REASON FOR TAKI

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
STRONGLY DISAGREE	1.00	1	3.7	3.7	3.7
NOT SURE	3.00	2	7.4	7.4	11.1
AGREED	4.00	16	59.3	59.3	70.4
STRONGLY AGREE	5.00	8	29.6	29.6	100.0
	Total	27	100.0	100.0	

Mode 4.000 Std dev .847

Valid cases 27 Missing cases 0

RELAT3 THE SMT CONSULTS NON-MEMBERS WHEN THEY N

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT SURE	3.00	3	11.1	11.1	11.1
AGREED	4.00	12	44.4	44.4	55.6
STRONGLY AGREE	5.00	12	44.4	44.4	100.0
	Total	27	100.0	100.0	

Mode 4.000 Std dev .679

* Multiple modes exist. The smallest value is shown.

Valid cases 27 Missing cases 0

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RELAT4 MINUTES OF SMT MEETINGS ARE SHARED WITH

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DO NOT UNDERSTAND	.00	1	3.7	3.7	3.7
STRONGLY DISAGREE	1.00	2	7.4	7.4	11.1
DISAGREE	2.00	4	14.8	14.8	25.9
NOT SURE	3.00	8	29.6	29.6	55.6
AGREED	4.00	9	33.3	33.3	88.9
STRONGLY AGREE	5.00	3	11.1	11.1	100.0
	Total	27	100.0	100.0	

Mode 4.000 Std dev 1.262

Valid cases 27 Missing cases 0

RELAT5 ADOPTS PRACTICES THAT ENSURE THE OPERATI

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DO NOT UNDERSTAND	.00	1	3.7	3.7	3.7
STRONGLY DISAGREE	1.00	1	3.7	3.7	7.4
NOT SURE	3.00	3	11.1	11.1	18.5
AGREED	4.00	17	63.0	63.0	81.5
STRONGLY AGREE	5.00	5	18.5	18.5	100.0
	Total	27	100.0	100.0	

Mode 4.000 Std dev 1.111

Valid cases 27 Missing cases 0

- -

RELATION

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	7.00	1	3.7	3.7	3.7
	9.00	1	3.7	3.7	7.4
	15.00	1	3.7	3.7	11.1
	18.00	1	3.7	3.7	14.8
	19.00	7	25.9	25.9	40.7
	20.00	6	22.2	22.2	63.0
	21.00	1	3.7	3.7	66.7
	22.00	2	7.4	7.4	74.1
	23.00	4	14.8	14.8	88.9
	24.00	3	11.1	11.1	100.0
	Total	27	100.0	100.0	

Mode 19.000 Std dev 4.000

Valid cases 27 Missing cases 0

ROLES

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	12.00	1	3.7	3.8	3.8
	14.00	1	3.7	3.8	7.7
	15.00	1	3.7	3.8	11.5
	16.00	1	3.7	3.8	15.4
	17.00	2	7.4	7.7	23.1
	18.00	1	3.7	3.8	26.9
	19.00	1	3.7	3.8	30.8
	20.00	6	22.2	23.1	53.8
	21.00	5	18.5	19.2	73.1
	22.00	2	7.4	7.7	80.8
	23.00	2	7.4	7.7	88.5
	24.00	1	3.7	3.8	92.3
	25.00	2	7.4	7.7	100.0
	.	1	3.7	Missing	
	Total	27	100.0	100.0	

Mode 20.000 Std dev 3.229

Valid cases 26 Missing cases 1

- -

ROLES1 ROLES ARE CLEARLY DEFINED AND PUT INTO W

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	2.00	4	14.8	14.8	14.8
NOT SURE	3.00	4	14.8	14.8	29.6
AGREED	4.00	15	55.6	55.6	85.2
STRONGLY AGREE	5.00	4	14.8	14.8	100.0
	Total	27	100.0	100.0	

Mode 4.000 Std dev .912

Valid cases 27 Missing cases 0

ROLES2 PERFORMANCE STANDARDS ARE AGREED UPON

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	2.00	1	3.7	3.8	3.8
NOT SURE	3.00	6	22.2	23.1	26.9
AGREED	4.00	15	55.6	57.7	84.6
STRONGLY AGREE	5.00	4	14.8	15.4	100.0
	99.00	1	3.7	Missing	
	Total	27	100.0	100.0	

Mode 4.000 Std dev .732

Valid cases 26 Missing cases 1

- -

ROLES3 NECESSARY DELEGATION OF POWERS ARE IN PL

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
STRONGLY DISAGREE	1.00	1	3.7	3.7	3.7
DISAGREE	2.00	1	3.7	3.7	7.4
NOT SURE	3.00	2	7.4	7.4	14.8
AGREED	4.00	15	55.6	55.6	70.4
STRONGLY AGREE	5.00	8	29.6	29.6	100.0
	Total	27	100.0	100.0	

Mode 4.000 Std dev .940

Valid cases 27 Missing cases 0

ROLES4 ACCOUNTABILITY MEASURES ARE IN PLACE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	2.00	1	3.7	3.7	3.7
NOT SURE	3.00	6	22.2	22.2	25.9
AGREED	4.00	15	55.6	55.6	81.5
STRONGLY AGREE	5.00	5	18.5	18.5	100.0
	Total	27	100.0	100.0	

Mode 4.000 Std dev .751

Valid cases 27 Missing cases 0

- -

ROLES5 SMT MEMBERS ARE WILLING TO TAKE ON LEADE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT SURE	3.00	2	7.4	7.4	7.4
AGREED	4.00	11	40.7	40.7	48.1
STRONGLY AGREE	5.00	14	51.9	51.9	100.0
	Total	27	100.0	100.0	

Mode 5.000 Std dev .641

Valid cases 27 Missing cases 0

SCHNAM NAME OF SCHOOL

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
BUFFALO PRIMARY	1.00	7	25.9	25.9	25.9
NONTUTHUZELO PRIMARY	2.00	10	37.0	37.0	63.0
STIRLING PRIMARY	3.00	10	37.0	37.0	100.0
	Total	27	100.0	100.0	

Mode 2.000 Std dev .801

* Multiple modes exist. The smallest value is shown.

Valid cases 27 Missing cases 0

- -

TEACHING TEACHING EXPERIENCE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
0 TO 10 YEARS	1.00	3	11.1	11.1	11.1
11 TO 20 YEARS	2.00	11	40.7	40.7	51.9
21 TO 30 YEARS	3.00	8	29.6	29.6	81.5
31 TO 40 YEARS	4.00	4	14.8	14.8	96.3
41 AND ABOVE	5.00	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

Mode 2.000 Std dev 1.010

Valid cases 27 Missing cases 0

TEAM1 MY CONTRIBUTIONS ARE ACKNOWLEDGE BY THE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT SURE	3.00	3	11.1	11.1	11.1
AGREE	4.00	18	66.7	66.7	77.8
STRONGLY AGREE	5.00	6	22.2	22.2	100.0
	Total	27	100.0	100.0	

Mode 4.000 Std dev .577

Valid cases 27 Missing cases 0

- -

TEAM2 TEAM MORALE IS HIGH

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT SURE	3.00	4	14.8	14.8	14.8
AGREED	4.00	19	70.4	70.4	85.2
STROGLY AGREE	5.00	4	14.8	14.8	100.0
	Total	27	100.0	100.0	

Mode 4.000 Std dev .555

Valid cases 27 Missing cases 0

TEAM3 MUTUAL RESPECT IS EVIDENT AMONG TEAM MEM

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT SURE	3.00	2	7.4	7.4	7.4
AGREED	4.00	17	63.0	63.0	70.4
STRONGLY AGREE	5.00	8	29.6	29.6	100.0
	Total	27	100.0	100.0	

Mode 4.000 Std dev .577

Valid cases 27 Missing cases 0

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TEAM4 ALL TEAM MEMBERS SHARE COMMON GOALS

				Valid	Cum

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT SURE	3.00	5	18.5	18.5	18.5
AGREED	4.00	16	59.3	59.3	77.8
STRONGLY AGREE	5.00	6	22.2	22.2	100.0
	Total	27	100.0	100.0	

Mode 4.000 Std dev .649

Valid cases 27 Missing cases 0

TEAM5 THE TEAM WORKS COOPERATIVELY

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT SURE	3.00	3	11.1	11.5	11.5
AGREED	4.00	13	48.1	50.0	61.5
STRONGLY AGREE	5.00	10	37.0	38.5	100.0
	99.00	1	3.7	Missing	
	Total	27	100.0	100.0	

Mode 4.000 Std dev .667

Valid cases 26 Missing cases 1

- -

TEAMWK

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	15.00	1	3.7	3.8	3.8
	16.00	1	3.7	3.8	7.7
	18.00	2	7.4	7.7	15.4
	19.00	3	11.1	11.5	26.9
	20.00	5	18.5	19.2	46.2
	21.00	5	18.5	19.2	65.4
	22.00	3	11.1	11.5	76.9
	23.00	4	14.8	15.4	92.3
	25.00	2	7.4	7.7	100.0
	.	1	3.7	Missing	
	Total	27	100.0	100.0	

Mode 20.000 Std dev 2.399

* Multiple modes exist. The smallest value is shown.

Valid cases 26 Missing cases 1

TEAMWKG

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	11.00	1	3.7	3.7	3.7

15.00	1	3.7	3.7	7.4
16.00	2	7.4	7.4	14.8
18.00	5	18.5	18.5	33.3
19.00	4	14.8	14.8	48.1
20.00	6	22.2	22.2	70.4
21.00	6	22.2	22.2	92.6
23.00	1	3.7	3.7	96.3
24.00	1	3.7	3.7	100.0
Total	27	100.0	100.0	

Mode 20.000 Std dev 2.583

* Multiple modes exist. The smallest value is shown.

Valid cases 27 Missing cases 0

- -

VISION

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	15.00	1	3.7	3.7	3.7
	17.00	2	7.4	7.4	11.1
	18.00	1	3.7	3.7	14.8
	19.00	2	7.4	7.4	22.2
	20.00	5	18.5	18.5	40.7
	22.00	4	14.8	14.8	55.6
	23.00	3	11.1	11.1	66.7
	24.00	7	25.9	25.9	92.6
	25.00	2	7.4	7.4	100.0
	Total	27	100.0	100.0	

Mode 24.000 Std dev 2.737

Valid cases 27 Missing cases 0

VISION1 SMT MEMBERS ACTIVELY PARTICIPATES IN CRA

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT SURE	3.00	2	7.4	7.4	7.4
AGREED	4.00	11	40.7	40.7	48.1
STRONGLY AGREE	5.00	14	51.9	51.9	100.0
	Total	27	100.0	100.0	

Mode 5.000 Std dev .641

Valid cases 27 Missing cases 0

- -

VISION2 SMT MEMBERS SUBSCRIBE TO THE SCHOOL VISI

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent

NOT SURE	3.00	2	7.4	7.4	7.4
AGREED	4.00	14	51.9	51.9	59.3
STRONGLY AGREE	5.00	11	40.7	40.7	100.0
	Total	27	100.0	100.0	

Mode 4.000 Std dev .620

Valid cases 27 Missing cases 0

VISION3 SMT MEMBERS ARE COMMITTED TO ACHIEVING T

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT SURE	3.00	3	11.1	11.1	11.1
AGREED	4.00	12	44.4	44.4	55.6
STRONGLY AGREE	5.00	12	44.4	44.4	100.0
	Total	27	100.0	100.0	

Mode 4.000 Std dev .679

* Multiple modes exist. The smallest value is shown.

Valid cases 27 Missing cases 0

- -

VISION4 SMT MEMBERS ARE COMMITTED TO INVOLVE OTH

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NOT SURE	3.00	4	14.8	14.8	14.8
AGREED	4.00	9	33.3	33.3	48.1
STRONGLY AGREE	5.00	14	51.9	51.9	100.0
	Total	27	100.0	100.0	

Mode 5.000 Std dev .742

Valid cases 27 Missing cases 0

VISION5 SMT MEMBERS ENGAGE EXTERNAL STAKEHOLDERS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DISAGREE	2.00	1	3.7	3.7	3.7
NOT SURE	3.00	3	11.1	11.1	14.8
AGREED	4.00	18	66.7	66.7	81.5
STRONGLY AGREE	5.00	5	18.5	18.5	100.0
	Total	27	100.0	100.0	

Mode 4.000 Std dev .679

Valid cases 27 Missing cases 0

Appendix 5

Data Set B

Composite variables for SMT practices

ACCESS: Accessibility of SMTs

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	13.00	1	3.7	3.7	3.7
	15.00	2	7.4	7.4	11.1
	16.00	1	3.7	3.7	14.8
	18.00	3	11.1	11.1	25.9
	19.00	1	3.7	3.7	29.6
	20.00	6	22.2	22.2	51.9
	21.00	2	7.4	7.4	59.3
	22.00	1	3.7	3.7	63.0
	23.00	3	11.1	11.1	74.1
	24.00	3	11.1	11.1	85.2
	25.00	4	14.8	14.8	100.0
	Total	27	100.0	100.0	

Mean 20.630 Std dev 3.387

Valid cases 27 Missing cases 0

- -

CREDIB: Credibility of SMT Members

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	15.00	1	3.7	4.0	4.0
	16.00	1	3.7	4.0	8.0
	17.00	2	7.4	8.0	16.0
	18.00	1	3.7	4.0	20.0
	19.00	2	7.4	8.0	28.0
	20.00	8	29.6	32.0	60.0
	21.00	3	11.1	12.0	72.0
	22.00	3	11.1	12.0	84.0
	23.00	2	7.4	8.0	92.0
	25.00	2	7.4	8.0	100.0
	.	2	7.4	Missing	
	Total	27	100.0	100.0	

Mean 20.240 Std dev 2.471

Valid cases 25 Missing cases 2

DECIDE: Decision-making of SMT Members

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	15.00	1	3.7	3.7	3.7
	16.00	1	3.7	3.7	7.4
	18.00	1	3.7	3.7	11.1
	19.00	2	7.4	7.4	18.5
	20.00	4	14.8	14.8	33.3
	21.00	4	14.8	14.8	48.1
	22.00	6	22.2	22.2	70.4
	23.00	5	18.5	18.5	88.9
	24.00	1	3.7	3.7	92.6
	25.00	2	7.4	7.4	100.0
	Total	27	100.0	100.0	

Mean 21.185 Std dev 2.386

Valid cases 27 Missing cases 0

- -

LEARNOP: Ensuring Learning Opportunities for SMT members

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	11.00	1	3.7	3.7	3.7
	13.00	2	7.4	7.4	11.1
	15.00	1	3.7	3.7	14.8
	16.00	5	18.5	18.5	33.3
	17.00	3	11.1	11.1	44.4
	18.00	4	14.8	14.8	59.3
	19.00	4	14.8	14.8	74.1
	20.00	4	14.8	14.8	88.9
	21.00	2	7.4	7.4	96.3
	23.00	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

Mean 17.630 Std dev 2.705

Valid cases 27 Missing cases 0

PARTPATE: SMT Actively Participate in Various School Teams

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	16.00	1	3.7	4.0	4.0
	18.00	5	18.5	20.0	24.0
	19.00	2	7.4	8.0	32.0
	20.00	6	22.2	24.0	56.0
	22.00	2	7.4	8.0	64.0
	23.00	1	3.7	4.0	68.0
	24.00	3	11.1	12.0	80.0
	25.00	5	18.5	20.0	100.0
	.	2	7.4	Missing	
	Total	27	100.0	100.0	

Mean 21.120 Std dev 2.862

Valid cases 25 Missing cases 2

- -

RELATION: SMT Develop Collegial Realtions with Other Staff Members

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	7.00	1	3.7	3.7	3.7
	9.00	1	3.7	3.7	7.4
	15.00	1	3.7	3.7	11.1
	18.00	1	3.7	3.7	14.8
	19.00	7	25.9	25.9	40.7
	20.00	6	22.2	22.2	63.0
	21.00	1	3.7	3.7	66.7

22.00	2	7.4	7.4	74.1
23.00	4	14.8	14.8	88.9
24.00	3	11.1	11.1	100.0
Total	27	100.0	100.0	

Mean 19.667 Std dev 4.000

Valid cases 27 Missing cases 0

ROLES: SMT Members Know their Specific Roles

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	12.00	1	3.7	3.8	3.8
	14.00	1	3.7	3.8	7.7
	15.00	1	3.7	3.8	11.5
	16.00	1	3.7	3.8	15.4
	17.00	2	7.4	7.7	23.1
	18.00	1	3.7	3.8	26.9
	19.00	1	3.7	3.8	30.8
	20.00	6	22.2	23.1	53.8
	21.00	5	18.5	19.2	73.1
	22.00	2	7.4	7.7	80.8
	23.00	2	7.4	7.7	88.5
	24.00	1	3.7	3.8	92.3
	25.00	2	7.4	7.7	100.0
	.	1	3.7	Missing	
	Total	27	100.0	100.0	

Mean 19.885 Std dev 3.229

Valid cases 26 Missing cases 1

TEAMWK: SMT Teamwork Processes

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	15.00	1	3.7	3.8	3.8
	16.00	1	3.7	3.8	7.7
	18.00	2	7.4	7.7	15.4
	19.00	3	11.1	11.5	26.9
	20.00	5	18.5	19.2	46.2
	21.00	5	18.5	19.2	65.4
	22.00	3	11.1	11.5	76.9
	23.00	4	14.8	15.4	92.3
	25.00	2	7.4	7.7	100.0
	.	1	3.7	Missing	
	Total	27	100.0	100.0	

Mean 20.654 Std dev 2.399

Valid cases 26 Missing cases 1

- -

TEAMWKG: SMT Activites Enhance Teawork Generally in the School

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	11.00	1	3.7	3.7	3.7
	15.00	1	3.7	3.7	7.4
	16.00	2	7.4	7.4	14.8
	18.00	5	18.5	18.5	33.3
	19.00	4	14.8	14.8	48.1
	20.00	6	22.2	22.2	70.4
	21.00	6	22.2	22.2	92.6
	23.00	1	3.7	3.7	96.3
	24.00	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

Mean 19.148 Std dev 2.583

Valid cases 27 Missing cases 0

VISION: SMT Involed in Crafting School Vision & Commited to it

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	15.00	1	3.7	3.7	3.7
	17.00	2	7.4	7.4	11.1
	18.00	1	3.7	3.7	14.8
	19.00	2	7.4	7.4	22.2
	20.00	5	18.5	18.5	40.7
	22.00	4	14.8	14.8	55.6
	23.00	3	11.1	11.1	66.7
	24.00	7	25.9	25.9	92.6
	25.00	2	7.4	7.4	100.0
	Total	27	100.0	100.0	

Mean 21.481 Std dev 2.737

Valid cases 27 Missing cases 0

- -

POLICES: SMT Know Department Of Education Polices

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	15.00	2	7.4	7.4	7.4
	17.00	3	11.1	11.1	18.5
	18.00	3	11.1	11.1	29.6
	19.00	6	22.2	22.2	51.9
	20.00	2	7.4	7.4	59.3
	21.00	2	7.4	7.4	66.7
	22.00	3	11.1	11.1	77.8
	23.00	3	11.1	11.1	88.9
	24.00	1	3.7	3.7	92.6
	25.00	1	3.7	3.7	96.3
	62.00	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

Mean 21.370 Std dev 8.527

Valid cases 27 Missing cases 0

Appendix 5

Data Set C

Ex-Model C school

ACCESS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	13.00	1	10.0	10.0	10.0
	15.00	1	10.0	10.0	20.0
	18.00	2	20.0	20.0	40.0
	19.00	1	10.0	10.0	50.0
	23.00	1	10.0	10.0	60.0
	24.00	1	10.0	10.0	70.0
	25.00	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

Mean 20.500 Std dev 4.478

Valid cases 10 Missing cases 0

- -

CREDIB

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	15.00	1	10.0	10.0	10.0
	16.00	1	10.0	10.0	20.0
	20.00	3	30.0	30.0	50.0
	22.00	1	10.0	10.0	60.0
	23.00	2	20.0	20.0	80.0
	25.00	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

Mean 20.900 Std dev 3.414

Valid cases 10 Missing cases 0

DECIDE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	15.00	1	10.0	10.0	10.0
	16.00	1	10.0	10.0	20.0
	20.00	1	10.0	10.0	30.0
	21.00	1	10.0	10.0	40.0
	22.00	2	20.0	20.0	60.0
	23.00	2	20.0	20.0	80.0
	24.00	1	10.0	10.0	90.0
	25.00	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

Mean 21.100 Std dev 3.281

Valid cases 10 Missing cases 0

- -

LEARNOP

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	11.00	1	10.0	10.0	10.0
	15.00	1	10.0	10.0	20.0
	16.00	3	30.0	30.0	50.0
	17.00	1	10.0	10.0	60.0
	19.00	2	20.0	20.0	80.0
	21.00	1	10.0	10.0	90.0
	23.00	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

Mean 17.300 Std dev 3.368

Valid cases 10 Missing cases 0

PARTPATE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	16.00	1	10.0	10.0	10.0
	18.00	1	10.0	10.0	20.0
	20.00	1	10.0	10.0	30.0
	23.00	1	10.0	10.0	40.0
	24.00	2	20.0	20.0	60.0
	25.00	4	40.0	40.0	100.0
	Total	10	100.0	100.0	

Mean 22.500 Std dev 3.308

Valid cases 10 Missing cases 0

- -

POLICES

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	15.00	2	20.0	20.0	20.0
	17.00	1	10.0	10.0	30.0
	18.00	1	10.0	10.0	40.0
	19.00	3	30.0	30.0	70.0
	22.00	1	10.0	10.0	80.0
	24.00	1	10.0	10.0	90.0
	25.00	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

Mean 19.300 Std dev 3.433

Valid cases 10 Missing cases 0

RELATION

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	7.00	1	10.0	10.0	10.0
	9.00	1	10.0	10.0	20.0
	15.00	1	10.0	10.0	30.0
	19.00	5	50.0	50.0	80.0
	20.00	1	10.0	10.0	90.0
	24.00	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

Mean 17.000 Std dev 5.228

Valid cases 10 Missing cases 0

- -

ROLES

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	14.00	1	10.0	10.0	10.0
	15.00	1	10.0	10.0	20.0
	16.00	1	10.0	10.0	30.0
	17.00	2	20.0	20.0	50.0
	18.00	1	10.0	10.0	60.0
	21.00	2	20.0	20.0	80.0
	22.00	1	10.0	10.0	90.0
	25.00	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

Mean 18.600 Std dev 3.502

Valid cases 10 Missing cases 0

TEAMWK

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	15.00	1	10.0	11.1	11.1
	16.00	1	10.0	11.1	22.2
	19.00	1	10.0	11.1	33.3
	21.00	3	30.0	33.3	66.7
	22.00	2	20.0	22.2	88.9
	25.00	1	10.0	11.1	100.0
	.	1	10.0	Missing	
	Total	10	100.0	100.0	

Mean 20.222 Std dev 3.114

Valid cases 9 Missing cases 1

- -

TEAMWKG

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	15.00	1	10.0	10.0	10.0
	18.00	3	30.0	30.0	40.0
	19.00	2	20.0	20.0	60.0
	20.00	2	20.0	20.0	80.0
	21.00	1	10.0	10.0	90.0
	24.00	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

Mean 19.200 Std dev 2.348

Valid cases 10 Missing cases 0

VISION

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	15.00	1	10.0	10.0	10.0
	19.00	1	10.0	10.0	20.0
	20.00	1	10.0	10.0	30.0
	22.00	1	10.0	10.0	40.0
	23.00	1	10.0	10.0	50.0
	24.00	4	40.0	40.0	90.0
	25.00	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

Mean 22.000 Std dev 3.127

Valid cases 10 Missing cases 0

Appendix 5

Data Set D

Former Department of Education and Training school

Former Department of Education and Training school

ACCESS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	18.00	1	10.0	10.0	10.0
	20.00	4	40.0	40.0	50.0
	21.00	2	20.0	20.0	70.0
	22.00	1	10.0	10.0	80.0
	23.00	1	10.0	10.0	90.0
	25.00	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

Mean 21.000 Std dev 1.944

Valid cases 10 Missing cases 0

- -

CREDIB

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	17.00	1	10.0	12.5	12.5
	19.00	1	10.0	12.5	25.0
	20.00	3	30.0	37.5	62.5
	21.00	2	20.0	25.0	87.5
	22.00	1	10.0	12.5	100.0
	.	2	20.0	Missing	
	Total	10	100.0	100.0	

Mean 20.000 Std dev 1.512

Valid cases 8 Missing cases 2

DECIDE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	18.00	1	10.0	10.0	10.0
	20.00	1	10.0	10.0	20.0
	21.00	2	20.0	20.0	40.0
	22.00	3	30.0	30.0	70.0
	23.00	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

Mean 21.500 Std dev 1.581

Valid cases 10 Missing cases 0

- -

LEARNOP

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	13.00	1	10.0	10.0	10.0
	16.00	1	10.0	10.0	20.0
	17.00	2	20.0	20.0	40.0
	18.00	2	20.0	20.0	60.0
	19.00	2	20.0	20.0	80.0
	20.00	1	10.0	10.0	90.0
	21.00	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

Mean 17.800 Std dev 2.251

Valid cases 10 Missing cases 0

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PARTPATE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	18.00	3	30.0	30.0	30.0
	19.00	1	10.0	10.0	40.0
	20.00	4	40.0	40.0	80.0
	22.00	1	10.0	10.0	90.0
	24.00	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

Mean 19.900 Std dev 1.912

Valid cases 10 Missing cases 0

- -

POLICES

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	18.00	1	10.0	10.0	10.0
	19.00	1	10.0	10.0	20.0
	20.00	1	10.0	10.0	30.0
	21.00	1	10.0	10.0	40.0
	22.00	2	20.0	20.0	60.0
	23.00	3	30.0	30.0	90.0
	62.00	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

Mean 25.300 Std dev 13.013

Valid cases 10 Missing cases 0

RELATION

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	18.00	1	10.0	10.0	10.0
	19.00	1	10.0	10.0	20.0
	20.00	2	20.0	20.0	40.0
	21.00	1	10.0	10.0	50.0
	22.00	1	10.0	10.0	60.0
	23.00	3	30.0	30.0	90.0
	24.00	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

Mean 21.300 Std dev 2.003

Valid cases 10 Missing cases 0

- -

ROLES

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	20.00	2	20.0	22.2	22.2
	21.00	3	30.0	33.3	55.6
	22.00	1	10.0	11.1	66.7
	23.00	1	10.0	11.1	77.8
	24.00	1	10.0	11.1	88.9
	25.00	1	10.0	11.1	100.0
	.	1	10.0	Missing	
	Total	10	100.0	100.0	

Mean 21.889 Std dev 1.764

Valid cases 9 Missing cases 1

TEAMWK

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	18.00	1	10.0	10.0	10.0
	20.00	2	20.0	20.0	30.0
	21.00	2	20.0	20.0	50.0
	22.00	1	10.0	10.0	60.0
	23.00	3	30.0	30.0	90.0
	25.00	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

Mean 21.600 Std dev 2.011

Valid cases 10 Missing cases 0

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TEAMWKG

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent

16.00	1	10.0	10.0	10.0
18.00	1	10.0	10.0	20.0
19.00	1	10.0	10.0	30.0
20.00	2	20.0	20.0	50.0
21.00	4	40.0	40.0	90.0
23.00	1	10.0	10.0	100.0
Total	10	100.0	100.0	

Mean 20.000 Std dev 1.944

Valid cases 10 Missing cases 0

VISION

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	19.00	1	10.0	10.0	10.0
	20.00	1	10.0	10.0	20.0
	22.00	3	30.0	30.0	50.0
	23.00	2	20.0	20.0	70.0
	24.00	2	20.0	20.0	90.0
	25.00	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

Mean 22.400 Std dev 1.838

Valid cases 10 Missing cases 0

Appendix 5

Data Set E

Former House of Representative school

Former House of Representative School

ACCESS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	15.00	1	14.3	14.3	14.3
	16.00	1	14.3	14.3	28.6
	20.00	2	28.6	28.6	57.1
	23.00	1	14.3	14.3	71.4
	24.00	2	28.6	28.6	100.0
	Total	7	100.0	100.0	

Mean 20.286 Std dev 3.684

Valid cases 7 Missing cases 0

- -

CREDIB

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	17.00	1	14.3	14.3	14.3
	18.00	1	14.3	14.3	28.6
	19.00	1	14.3	14.3	42.9
	20.00	2	28.6	28.6	71.4
	21.00	1	14.3	14.3	85.7
	22.00	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

Mean 19.571 Std dev 1.718

Valid cases 7 Missing cases 0

DECIDE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	19.00	2	28.6	28.6	28.6
	20.00	2	28.6	28.6	57.1
	21.00	1	14.3	14.3	71.4
	22.00	1	14.3	14.3	85.7
	25.00	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

Mean 20.857 Std dev 2.116

Valid cases 7 Missing cases 0

- -

LEARNOP

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	13.00	1	14.3	14.3	14.3
	16.00	1	14.3	14.3	28.6
	18.00	2	28.6	28.6	57.1
	20.00	3	42.9	42.9	100.0
	Total	7	100.0	100.0	

Mean 17.857 Std dev 2.610

Valid cases 7 Missing cases 0

PARTPATE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	18.00	1	14.3	20.0	20.0
	19.00	1	14.3	20.0	40.0
	20.00	1	14.3	20.0	60.0
	22.00	1	14.3	20.0	80.0
	25.00	1	14.3	20.0	100.0
	.	2	28.6	Missing	
	Total	7	100.0	100.0	

Mean 20.800 Std dev 2.775

Valid cases 5 Missing cases 2

- -

RELATION

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	19.00	1	14.3	14.3	14.3
	20.00	3	42.9	42.9	57.1
	22.00	1	14.3	14.3	71.4
	23.00	1	14.3	14.3	85.7
	24.00	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

Mean 21.143 Std dev 1.864

Valid cases 7 Missing cases 0

TEAMWK

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	18.00	1	14.3	14.3	14.3
	19.00	2	28.6	28.6	42.9
	20.00	3	42.9	42.9	85.7

23.00	1	14.3	14.3	100.0
Total	7	100.0	100.0	

Mean 19.857 Std dev 1.574

Valid cases 7 Missing cases 0

- -

VISION

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	17.00	2	28.6	28.6	28.6
	18.00	1	14.3	14.3	42.9
	20.00	3	42.9	42.9	85.7
	24.00	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

Mean 19.429 Std dev 2.440

Valid cases 7 Missing cases 0

TEAMWKG

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	11.00	1	14.3	14.3	14.3
	16.00	1	14.3	14.3	28.6
	18.00	1	14.3	14.3	42.9
	19.00	1	14.3	14.3	57.1
	20.00	2	28.6	28.6	85.7
	21.00	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

Mean 17.857 Std dev 3.436

Valid cases 7 Missing cases 0

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POLICES

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	17.00	2	28.6	28.6	28.6
	18.00	1	14.3	14.3	42.9
	19.00	2	28.6	28.6	71.4
	20.00	1	14.3	14.3	85.7
	21.00	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

Mean 18.714 Std dev 1.496

Valid cases 7 Missing cases 0

ROLES

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	12.00	1	14.3	14.3	14.3
	19.00	1	14.3	14.3	28.6
	20.00	4	57.1	57.1	85.7
	23.00	1	14.3	14.3	100.0
	Total	7	100.0	100.0	

Mean 19.143 Std dev 3.388

Valid cases 7 Missing cases 0

Appendix 6

Permission Letter

University of Fort Hare

FACULTY OF EDUCATION

Alice (main) Campus:
Private Bag X1314, King William's Town Rd, Alice, 5700, RSA
Tel: +27 (0) 40 602-2412 • Fax: +27 (0) 40 602-2440

University of Fort Hare
Together in Excellence

School of Postgraduate Studies

24 May 2006

The Principals

East London

5201

Sir/Madam

RE: ACCESS FOR MR CLYDE ADAMS TO CONDUCT RESEARCH AT YOUR SCHOOL

This is to confirm that Mr Clyde Adams, Student Number 200508817 is a Masters of Education student at the University of Fort Hare, Faculty of Education, School of Postgraduate Studies, under the supervision of Dr George Moyo. His research topic is *The operations of Senior Management Teams in Primary Schools.* The purposes of the study are to explore how SMTs work as teams in managing the schools and the strengths and challenges they face.

As part fulfilment of his programme, he has to undertake research fieldwork in selected schools; and has selected your school as one of his research sites. Kindly grant him permission to conduct research for the period 6TH June 2006 to 22nd June 2006.

Data gathering methods will include the following:

- Hand Questionnaires to Principals, Deputy Principals, 4 HOD's as well as 4 educators for completion
- Conduct Interviews with Principals, Deputy Principals and 4 HOD's;
- Observe at least 1 SMT meetings;
- Peruse a sample of minutes of SMT meetings.

Yours sincerely

George Moyo (PhD)
DIRECTOR: SCHOOL OF POSTGRADUATE STUDIES

Bhisho Campus: P.O. Box 1153, KWT 5600, Independence Ave, Bhisho, 5600, RSA
Tel: +27 (0) 40 639-2446 • Fax: +27 (0) 40 639-2447

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Tel: +27 (0) 43 704-7000 • Fax: +27 (0) 43 704-7095
V/O Dial Up: +27 (0) 43 704-7143/7144

Appendix 7

Interview Transcripts

INTERVIEWEE P 1 (B)

1. **Does your school have a vision and mission statement? If yes, ask the following; Who were involved in crafting the vision and mission statement? How was it developed" If no, ask whether the respondent feel that it is important and who should be involved.**

   Yes Mr. Adams, the SMT and the whole staff

   (How was it developed, did you have discussions?)

   Yes, no we had thorough discussions and I think everybody was satisfied at the end.

2. **How does your SMT go about in engaging other stakeholders in realizing the school's vision?**

   Well, if needs to be we'll call in if lets say for instance in for health and we don't understand something, we'll call in a nurse or a doctor, we don't do things on our own, especially when we not sure, we always call in expertise to give us some help.

3. **What do you understand to be the roles of the SMT?**

   The SMT is to govern the school, not govern as much judiciously but I mean to govern the school, it must run smoothly, especially with a start, I, concern to me, discipline is a main point in a school and if our discipline is won, than half the battle is won, so the SMT especially gotta discipline the smooth running of the school and, er, also helping in raising funds, they just have to do all of the, everything, they have to be eyes and ears of the school.

4. **Does each member of the SMT have a specific role and are these roles clearly defined and in writing?**

   Yes, each one has a specific role and they are defined in writing

5. **What mechanisms are in place to assure that you perform these roles satisfactorily?**

   What we do, we have meetings, feedbacks and I just go around and check if things are also done, you know professionally of course and..

6. **What is the difference between your role as a SMT and that of the SGB?**

   Okay, the SMT is more of the daily running of the school you know, concerning the child itself and, er, the SGB they meet after school and if need be, there's a case we cant solve, they come in, but a we don't really rely on them, because they are, mostly working people but the SGB has to see the running of the school they have to see that, I mean they check the books whenever, even the finance books are open to them they must also give ideas and when its like fundraising efforts they must also be there, but we have a very closely knit understanding with the SGB, we don't really over tax them, we try to do most of the work.

7. **How do you and your SMT go about establishing policies, e.g. Language, admission, etc. for your school?**

   Ja, there's also the whole staff is involved, the whole staff is initially involved and than we sift through whatever has to be sifted through and than we draw up the policy because the SGB is also called in at the end of the day to see if we've gotten right, or, or.

8. **What do you understand by quality assurance?**

   What it means? (Laughing)

   Never mind...what does it mean to you?

   It means a lot to me, because quality is really something of great value, quality, the word quality, quantity is not the issue, But quality is really the main thing, in anything in life, whatever you attempt in life quality is expected, more than quantity, and the other values or whatever, but quality is the main thing.

9. What do you think are essential ingredients for an effective team?

Its dedication, firstly dedication and you must be an example of course, right, and there must be mutual respect, you must be firm, yet kind, I mean, I mean that's a team.

10. How do you and your SMT go about making decisions as an SMT?

Well, we call a meeting, sit at a round table, have our differences and arguments and er, at the end of the day we do reach consensus on whatever has to be reached, it may be voting takes place, but our motto is, when we go out here, we must, and when we go out to the staff, we must talk as one, as one voice.

11. What is the relationship between the SMT and the rest of the staff?

I would say, not excellent, but good

12. What opportunities exist at your school to develop SMT members?

Oh, we have workshops, we send the teachers, the SMT members out also to works that are arranged through the department or who ever.

So it's more departmental?

Yes, its more departmental and than we'd have our workshops amongst ourselves also, but its more departmental.

13. What teams or committees do you have at your school? How actively are your SMT involved in these committees?

Okay, we have, uhm, the finance committee, we have the disciplinary committee we have the pro-curement committee we have the social committee, we have those, the sports committee and er SMT are involved ion most of them , most of them.

14. In what way is your SMT accessible to all stakeholders?

Er, I believe that er, knowledge has to be shared and we are not selfish because we are busy with children and children belong universal, they belong to everybody, not only to our school, so whoever needs their help they can be called in at any time.

And they are accessible to everybody

Everybody, Yes

Does your parents know who you SMT members are?

Yes, they do know.

15. Do you feel that all stakeholders can approach you and your SMT in trust? Why?

Ja, we re-iterate that at every meeting, confidentiality is very, very, important because it can break relationships, it can break up homes, and that's one of the things we mention at the beginning of every meeting.

16. What role do you expect your principal to play in your SMT?
Question would change to; what role do you feel is expected of as part of the SMT, when interviewing principal.

My role is to be the eyes and the ears and the heart of cause, you have to, you're almost like magistrate now, if they come with a problem, I have to be there for them, my problem is I have to leave at the gate and take them as a whole because I have to be available and accessible to anybody that comes into this office.

17. If there is anything that you would like to change in your SMT, what would it be and why?

To be honest I think I have a wonderful SMT and I always tell them my policies open door, so whoever needs to say anything, come in, get it off your chest and at the end of the day we must leave as friends.

So there's not anything?

So there's nothing cause its an open door policy, so if anyone has qualms which they have it will be sorted at immediately and I mean if I have to say I'm sorry, I'm not big to say I'm sorry, if they must say sorry, they mustn't be to big either and at our motto at school at the end of the day the child must be the happy person.

18. Is there any other issue you would like to add about how your SMT operate?

Not really but they are a lovely team because the motto is, we start something together and we end together and that's been incarnated into our system already, with already, with result, we always feel, its unfair or its fair, you know so I don't think so, all I'd like is perhaps a little more dedication, a little more dedication in all spheres especially considering the community, lets put it that way.

I said last question, but tell me, how regularly you meet as SMT and when?

Okay, we normally meet once a month, but if needs be, if a need arises, immediately, of course I mean now that's normally after school or during breaks, but we cannot meet during school time because they also teachers

INTERVIEWEE 4D (B)

1. **Does your school have a vision and mission statement? If yes, ask the following; Who were involved in crafting the vision and mission statement? How was it developed" If no, ask whether the respondent feel that it is important and who should be involved?**

   Yes, the SMT uhm, come up with a skeleton, than the staff pretend they rest of the meet on.

2. **How does your SMT go about in engaging other stakeholders in realizing the school's vision?**

   We have other organizations involved.

3. **What do you understand to be the roles of the SMT?**

   All the different Portfolios on the SMT, some people are good at fundraising, we give them that portfolio, some people are good in having a liaison between the staff and parents in the vision and mission statement of the school.

4. **Does each member of the SMT have a specific role and are these roles clearly defined and in writing?**

   Yes, they all have roles depending on what we discussing but, there's no space.

5. **What mechanisms are in place to assure that you perform these roles satisfactorily?**

   It is something in our agenda and we do it, we monitor it and we see how we achieve it, see if its successful or not, than we document it.

6. **What is the difference between your role as a SMT and that of the SGB?**

   SMT is mainly school based, curriculum, general operations of the school and the school governing body is mainly to do with the uhm, like uhm, if a person needs to be appointed as staff, we discuss fundraising ventures but they don't actually play a big role.

7. **How do you and your SMT go about establishing policies? e.g. Language, admission, etc. for your school?**

   We first look at the requirements of the national government, we have a look at it, and when we do establish it, we make sure that it is in line with the national, er, requirements, but we have meetings to discuss this.

8. **What do you understand by quality assurance?**

   Whole School Evaluation
   Developmental appraisal
   Performance Management

   Accountability and there must be mechanisms, as you said to show that there is quality taking place.

9. **What do you think are essential ingredients for an effective team?**

   Effective team? I think everybody's individual, unique talents and yet, er, I did mention delegation, hey? Teamwork's, in other words, working together and respecting other people's viewpoint, that's basically it.

10. **How do you and your SMT go about making decisions as an SMT?**

    We workshop any idea that comes up, we workshop, the idea, everybody gives feedback, and than er, from there we just work, okay that the best way to go about it. I think that's the best way and we look at different opinions

Do you vote on it

Depending if we need to vote, if we have to vote than we have to vote.

11. **What is the relationship between the SMT and the rest of the staff?**

    The staff gets on very well with the SMT, its double sided, The SMT gets on well, the staff gets on well but in the beginning there was always a little bit of sceptisism uhm, also we got most of the teachers are 50 years and older, they got that distance and that fear of SMT's put we slowly overcoming that.

12. **What opportunities exist at your school to develop SMT members?**

    There's nothing that exists except us, when we, we we decided we identify certain needs and er, deficiencies in our SMT and we'll arrange for workshops or for intervention to make sure that there are, we become experts in that direction.

13. **What teams or committees do you have at your school? How actively are your SMT involved in these committees?**

    We have many committees and, er, these committees report directly to the MN, SMT and the SMT reports back to the staff, like er, there's a finance committee, there's a sports committee, there's a care committee, uhm..

    Are they actively involved?

    Actively involved, ja.

14. **In what way is your SMT accessible to all stakeholders?**

    Is that now, including the parents?
    Ja, no, the SMT is total available, parents and teachers know who we are, and they know that we are approachable; they can come to us any time.

15. **Do you feel that all stakeholders can approach you and your SMT? In trust? Why?**

    Yes they can, but we simply, one of the SMT members have betrayed confidentiality but we approaching that, we are checking disciplinary to make sure it doesn't happen again.

16. **What role do you expect your principal to play in your SMT? Question would change to; what role do you feel is expected of as part of the SMT, when interviewing principal?**

    The principal is suppose to be the initiator and is suppose to play the leading role.

17. **If there is anything that you would like to change in your SMT, what would it be and why?**

    Honestly, I don't think there's anything to change we're working very effectively.

    How regularly do you meet as an SMT?

    Clyde, our SMT meets at least once a week or whenever the need arises, like an emergency meeting than we'll have.

18. **Is there any other issue you would like to add about how your SMT operate?**

Our SMT is very fine, and I don't see changes taking place, no other ways of operating, through trial and error we've perfected

INTERVIEWEE 2H (B)

1. **Does your school have a vision and mission statement? If yes ask the following; who were involved in crafting the vision and mission statement? How was it developed " If no, ask whether the respondent feel that it is important and who should be involved.**

   We have one, but we were not involved; it was done by Mr. X

   You actually answered my second one which were who were involved

   Ok, ja

   You said there was only one person?

   It was one person, we all left, we, we didn't receive at our school, or am I jumping to much? Sorry if I'm jumping to much, ok, ask the question, I'll answer it as it comes

2. **How does your SMT go about in engaging other stakeholders in realizing the school's vision?**

   Staff, members, committee and that? To be honestly utilizing that?

3. **What do you understand to be the roles of the SMT?**

   You know I would say the School Management Tea,. Right, would hopefully meet very regularly, discuss the problems the school has and the school has a lot of problems and er, cause I'm a person, when I bring a problem I come with a solution, but er, not a problem or a, or a, or a area that needs, er, its almost like, I belonged on, on, I belonged to the school governing body of School A for eight years things that would soothe our school, I invigilated.

4. **Does each of the SMT have a specific role and are these roles clearly defined and in writing?**

   No sir, no sir, no sir. That is a problem Sir.

5. **What mechanisms are in place to assure that you perform these roles satisfactory?**

   All confidential things?

   Yes very confidential.

   (Phone rings for secretary)

   Feed back, I just do and er, I keep a record of what I've done. I'm still a certain person and at the same time, I am, I am taking over things happening at the school, this one teacher she had a sort of being with you, so she liked to take that thing and dumped it on me, so I told her Ms. X, don't give in be the better person..... Teachers control, give it to me. I told the officials how it should stand, but in the moment, the moment at our school the moment you fill initiative its your baby, if you embrace certain things like for example I've been at this school for 6 years, you know when I got to this school, Mr. Adams, most of them out there didn't know how to work for it, they waited for me, like a timetable then I discovered there are certain things that I mustn't say at this school, you see, cause I'm a cup lined people still and little things that were not done like er, they didn't know how to do it. The easy why, you see, then I discovered that my dusk schools timetable for the previous year was also drawn up by another principal I say I know to do it I just need to pass it on you see okay Clyde. Yes.

6. **What is the difference between your role as a SMT and that of the SGB?**

   SMT, I would say, SGB would has to do with grounds. SMT is to do with the governing what the other word, is to do with uhm, running actually running the school, that would be the difference, ja.

7. **How do you and your SMT go about establishing policies, eg, Language, admission, etc. for your school?**

Uhm, I heard, the school has got, a got, a admission policy

8. **What do you understand by quality assurance?**
   - **Whole school Evaluation**
   - **Development appraisal**
   - **Performance Management**

Quality Assurance is, is uhm, is uhm, as the word states is your quality of your work of your whatever the school the school is engaged in that quality is assured off as all times if I can put it that way to you so quality assurance is a very important issue at any school because you've got updated and you projecting so to do that you actually have to have vary meetings you have to er, er, workshops to, to and to implement it.

9. **What do you think are essential ingredients for an effective team?**

You must have a vision, you must have a vision, okay and er, er, must be able to debate and to engage each other and er, er, and er, not to go offence and to say right look here this is the things I see and this needs to be done at this school you know I don't want to be specific right? I can be specific if you want me to but er, ja. Work together, must be able to be forward looking, say listen this is what you need to do and you must be open to suggestion and, and, er debate and, and er, also you must keep your ear to the ground, those teachers at the bottom they actually got to, they walk around they mustn't say they "moet nie vir Mr. X se nie", (do not tell Mr. X) his not a guy you see er, so I think those are the ingredients, openness and, and, and er, you, you, must be Holderness to learn as well you see if, you feel like this is an idea its because I want the school to benefit, its not that I'm keeping myself smart you see, you mustn't be portrayed, they can do it because they have the resources, no man that, that an idea baulled down we modify the idea, you see, to suit our school.

10. **How do you and your SMT go about making decisions as an SMT?**

Duty is a standard at schools, is now the cabinet, if there is a decision to be made, we are, there may be a bit of debate her and a few finger role through, this is the decision taken because of that ok, now in most case principal has got a far better insight in what happens at his school, ok, um, now I say and, and, the deputy, but I say, you know if, you really want a person, if you really want to break out the best in all your pawns, in all your players, let him run, give him a break, tell him this is your chance, run with it, you're given him the ability to run with it, let him see what he can do, if people are told what to do, they just do what they have to do, the just, they just become robotic, they just robots, they just say ok, I'll do that, no-one really listens to their initiatives and say listen this is how it can be done, you know put a bit of extra into it.

11. **What is the relationship between the SMT and the rest of the staff?**

I would say sound, very sound, sound. They don't see me as, as, as, a HOD, they see me… (Laughs)

12. **What teams or committees do you have at your school? How actively are your SMT involved in these committees?**

All the problem areas we have as committees you see, but er, we've never been going into a meeting, lets say a prefect meeting or, there are, there are but were engaged in it you see with committees

13. **IN what way is your SMT accessible to all stakeholders?**

I would say people don't feel bad to come and approach Ms. X, she's a very approachable person and accessible, nobody likes to be heard I always say, come to the office, tell Ms. X your grief's and she'll listen to you and she's, she's so far I can say that she's very caring you know, the parents don't know whose on the school governing body, is that what you want to know.

14. **Do you feel that all stakeholders can approach you and your SMT in trust? Why?**

Approach me, ok, er, but I'll be very wary if you approach me to manipulate me, ok, but if you approach me in trust and say listen, this is not right, ok, than I'll sit back and ponder this question, I'll say right, thanks, now take it to Mr. X or take it to , or take it to …, if there's a manipulative thing, where they want to use me to manipulate a situation, I haven't come across a situation cause I like to treat everybody the same, everybody is very approachable to everybody, but its very personal you see,

15. What role do you expect your principal to play in your SMT? Question would change to; what role do you feel is expected of as part of the SMT, when interviewing principal.

She's got the, she's got to play the leadership role, she's got to, she's got to, I mean er, I haven't read my camera, I haven't read my little booklet, I don't' know if all those things are in there but um, I feel that your principal should, er, should be, should be your…. At everything, it should be well read, should know what's happening and just er, er, er, er, er, say, listen guys this should be done, you know when I read through this document I was actually shocked at the things we should be doing, this document of yours which you haven't filled in yet, ja, yes.

16. If there is anything you would like to change in your SMT, what would it be and why?

We just need to, we just need to go forward and things that came from I don't know where, this guidance gonna come from, I don't know, because no one has come to us, we've never been to watch and listen, you in SMT, this is how you must operate, we don't know that, ok, we, um, um, now its just the cabinet would see to the daily running of the school, the SMT will see to the daily running of eth school, it's a question you asked me earlier and the school Governing Body would do governance okay.

What opportunities exist at your school to develop SMT members?

Exist, at the moment, what I used to do is I've got a very good relationship with er, with er, his left now, oh er, NUE member, how er, er

Person X

X, X, X, I just couldn't get my finger around it, than I'd say, X what's new on the horizon man, come and some speak to us man, and SADTU members also know this, when I'm right and I go to Ms. X, Ms. X, we need to learn these things, we need to, than I'll invite X, is no longer available you see, er, the other opportunities that new represent, I have given it to her and listen, I have a workshop, a new empowerment workshop and, and on one day one, one particular day, they wanted us to pay the person, you know and the person can come share with us you see, but it never materialized, am I answering your question?

So from the school self, apart from the unions, the departmental workers?

Yes, yes

Opportunities from the school self, Tell me how regular, we did touch on it also, does your SMT meet and when do they come together?

Our SMT would meet when there's a crisis, to discuss the elections, as the demand detects, okay.

17. Is there any other issue you would like to add about your SMT operate?

Nothing else, it's just that it would be nice to get guidelines, are these guidelines available Mr. Adams?

The questionnaire that I've drawn up?

When, when I read through these guidelines, it actually gave me a picture, that the person had a lot of insight, cause when I read this thing and its an insight into the person, this person had a very good, who drew this up, very good.

INTERVIEWEE 3H(B)

1. **Does your school have a vision and mission statement? If yes, ask the following; Who were involved in crafting the vision and mission statement? How was it developed" If no, ask whether the respondent feel that it is important and who should be involved?**

   Yes Sir, definitely, SMT, almost the whole staff, the whole staff, I can say the whole staff because we have our, staff meetings Friday afternoons and than we thrash out whatever and compile, its being reviewed, every two to three years than we review it, to see what, if we've achieved our goals, if so than we simply add something else.

2. **How does your SMT go about in engaging other stakeholders in realizing the school's vision?**

   We normally just have our meetings, call them together and we have our meetings and we discuss and draw up a agenda, we first, we sit and we discuss what we going to ask them and from there we invite them and we discuss it with them.

   If you talk about them who do you mean?

   That's now the parents, the SGB, the community whoever is involved in the school.

3. **What do you understand to be the roles of the SMT?**

   Normally that's my personal thing, the principal is the head of the school and according to me the SMT is the neck of the school, because without the head the neck cannot move, without the neck the head cannot move and vise versa, so I think they form a very integral part of the school.

4. **Does each member of the SMT have a specific role and are these roles clearly defined and in writing?**

   Yes, at the beginning of each year Mrs. X hands out our work, for the year, work overload for the year and at the end of the year we revise it to see, what work, what did not work, we add or just delete whatever.

5. **What mechanisms are in place to assure that you perform these roles satisfactorily?**

   Meaning mechanisms, meaning?

   How do you check?

   Oh, at the moment, er, I'm the head of the department in the foundation phase and I'm working with plus minus 16 teachers and uhm, at the beginning it was a bit difficult being a leader, and over the years, 25 years that I've been the HOD, I've formed them according to what I want them to do, so with the result I don't really have any problems, its just when have new teachers, I have to go sit down and discuss, the way we do things at the moment I don't have problems because I simply convey my message to my group leaders and they convey it to their groups and they report, the group leaders report back to me.

   (Okay, that is in your case, what about the rest?

   The rest of the other SMT members, they are all assigned to a different class group for instance, er, er one of them is assigned to the grade 5's, the other one to the grade 6's, the other one to the grade 4's, the other one to the grade 7's, so they all work with their different grades.

   Now how do you check every SMT member do their job satisfactory?

   That's now Mrs. X and Mr. X, they call us in whenever the need arises, Like Mr. X for instance will call the SMT in and than he'll say can you please get your assessment or whatever admin we have, he'll ask for t and we'll just give it him.

6. **What is the difference between your role as a SMT and that of the SGB?**

At the moment I'm serving on both, SMT and SGB and uhm,I was just talking to Mrs. X earlier, you see as from now I am going off, on pension so I started, when the SGB started, I started, from me it takes dedication, and a love for teaching, that's now for both, its intertwined for both, you must be committed, you must because its no use you elect a person to serve on the SGB or serve on the SMT and er, there's no commitment. You must be hundred percent committed to what you do, whether its SMT or whether its SGB, even if it means, which I really did, er, you put your family sometimes, er, you put your family somewhere else but you think of the school first.

7. **How do you and your SMT go about establishing policies, e.g. Language, admission, etc. for your school?**

Well in our case, we sat together again, once again and we wrote down, like, er, brainstorm whatever we think would be necessary for the school and from there, we worked it out, our whole group.

8. **What do you understand by quality assurance?**

Whole School Evaluation
Developmental appraisal
Performance Management

To me quality assurance means the quality of work that is being done at school, whether it's qualitative or whether it's the quantity side, but the quality of work that we do at school, development encompasses everything.

9. **What do you think are essential ingredients for an effective team?**

Teamwork? Togetherness, you must click, I think that is the main thing, if we don't click than there is a problem, I mean, we, we all come from different houses and we all different, but one thing in here, we track it out, we have our opinion, you don't come in here and you say here's an ailment to everything but we thrash out whatever, when we leave here we've reached consensus and that's how we go about with all our other work, you thrash it out, we all have our differences, but we must make sure there's consensus in the end and that everybody's happy

Ok, thanks I think you've answered the next one.

10. **What is the relationship between the SMT and the rest of the staff?**

In our case, I think according to me, its ok, its good, because they have the eagerness, they have the, how can I say, they will work with us, we can ask them whatever we want to as long as they know what to do, they will work with us, they are co-operative.

11. **What opportunities exist at your school to develop SMT members?**

I have one, to develop a SMT member according to me, that's now personal, you must have some sort of a leader quality, you can't just elect a person and you don't see that leadership because in the end, somewhere somebody's going to pull away, so when you elect SMT members, at least you must look for a leader that has got good leadership qualities because that person must be a leader of a specific group in the end.

But your SMT members are not really…

OK, but appointed by your department, so that is out of our hands, but according to me SMT members should be confidential, realy they should be very confidential. That's one of the greatest things you must have in yourself, confidentiality.

So are there any opportunities to develop your current SMT members?

I don't think so, because we, we intertwine, when you sit and you discuss things everyone has a chance to talk and I mean through that you develop, we learn from each other, isn't it? We learn from another person, I think that on it's own, is development. If I have a weakness and I know that

is my weakness, I will sit and I will listen and I will look at my other peers and think ok, I'm gonna try and do that and I think that is how we can develop each other within the SMT

12. **What teams or committees do you have at your school? How actively are your SMT involved in these committees?**

Oooooo…at School X, a lot.

There are a lot of committees?

Yes, for each project that we have, we have different teachers on that and than the SMT is always there in the background because we need to develop people, its not always necessary for us to take the leading role, we sit, we discuss with the staff and, er, Mrs. X and um, um, er, the SMT, we draw up and they elect, not us, they say who must serve on which project

Advisory, in other words we are just there for advisory.

14. **In what way is your SMT accessible to all stakeholders?**

Open door policy at School X, anyone, whichever person it is, outside, community, the SGB, the parents whoever can always come to us and ask, wherever not even at school, cause sometimes they get you there in the street, than u answer them.

15. **Do you feel that all stakeholders can approach you and your SMT in trust? Why?**

Precisely that's why I said confidentiality is MY first priority because when we sit here and discuss things you should think for yourself that you cannot take it out, it should cause problems, and that to me is one of the most important things, to be confidential, you die with your secret

16. **What role do you expect your principal to play in your SMT? Question would change to; what role do you feel is expected of you as principal as part of the SMT, when interviewing principal?**

According to me advisory, she shouldn't tell us, he or she shouldn't tell us what to do; we should work together as a team, that is why we are a team, management team

When and how regular do your SMT's meet?

When need arises, could be twice a week or, but maybe, almost, most of the time its once a month.

17. **If there is anything that you would like to change in your SMT, what would it be and why?**

At this moment without specific SMT, I wouldn't change anything because we've come along, quite some time now and we know each others whims and whatever, if I come in and they see I'm not in a nice mood than they don't scratch, you see things like that, so I wouldn't change anything we understand each other personally.

18. **Is there any other issue you would like to add about how your SMT operate?**

You know what, I was thinking, I don't know if its something important but serving on the SMT, serving on the SGB, now you have your SDT and sometimes there isn't SMT member on the SDT, don't you think there's going to be a problem?

Tell me.

If there isn't a SMT member in your SDT, I'm just saying, we do have one or two but I, I was just thinking, say for instance there isn't one SMT member in your SDT what's going to happen, because the SDT according to me, they run all the projects of the school, you don't have any insight there so I think, whoever er, er, proposes the SDT must make sure that there's SMT members in that team

OK anything about the SMT self?

They're super (laughs)

INTERVIEWEE 1P (N)

1. Does your school have a vision and mission statement? If yes ask the following; who were involved in crafting the vision and mission statement? How was it developed "If no, ask whether the respondent feel that it is important and who should be involved.

Yes, it does have it. The school stakeholders, that is the parents and the teachers, Um, it is developed, er, in the way that er, we discussed it as a teachers alone, and the parents discussed about the vision, their vision, as parents alone then in our SGB meeting the parents came up with their, er, sides of their vision and than as teachers, we came up and than we discussed and we compiled a vision and mission.

2. How does your SMT go about in engaging other stakeholders in realizing the school's vision?

They do that by consulting parents, er, talking to parents about it, when the parents and when they have parents meetings of their own because we have er, parents meetings of the school, the whole school and we also have parents meetings of the, the, the class groups, so they talk about it all the time through er meetings.

3. What do you understand to be the roles of the SMT?

The roles of the SMT, my understanding of the roles of the SMT is to guide being a guide to the teachers, to the parents and the community at large and also the learners

4. Does each of the SMT have a specific role and are these roles clearly defined and in writing?

Yes, they do have their specific roles and they are defined in writing

5. What mechanisms are in place to assure that you perform these roles satisfactory?

In the action with er educators, first all the time, through their meetings, er, in the action with parents through the meeting and even activities, social activities of parents and er, er in the school

6. What is the difference between your role as a SMT and that of the SGB?

My role as a SMT, and as I principal I should think, er, it is more than the role of the SGB because I am always in the school and the manager of the school and as the manager u know that the SGB mostly are parents, parents who are not in the school all the time, er so my role is to inform them of whatever is happening in the school and education them about the er education laws and everything so I think that is my main role to them

7. How do you and your SMT go about establishing policies, e.g., Language, admission, etc. for your school?

We, er, establish, policy language by er, uhm, meeting and discussing firstly as a whole school because it won't be a certain groups, er, policy it will be a school policy in the end, so we discuss and come up with er ideas, than er we read the policies, the national policies and than we explain to each other, so that we all understand what it is there, than we, we , we look at our, er, out er level of er school and the needs and everything and than we, from there we begin to, begin to, to make our policy

8. What do you understand by quality assurance?

- **Whole school Evaluation**
- **Development appraisal**
- **Performance Management**

Quality assurance, my idea of Quality assurance is, er the assurance of er, the quality of work that you produce in the school

9. What do you think are essential ingredients for an effective team?

I'd say its understanding , my answer to that would be, firstly understanding each other so that u know how one thinks and how one will is able to treat a certain thing than the understanding leads to us being able to work together, I think that is the main, there are so many things, but the main, there are so many things, but the main thing is understanding, is understand each, is understanding each other so that u know that this type of person is able to do this and then, u can as a principle can motivate her to do what she or he can do best

You wanna tell me about the other things?

Ok, their understanding and their, their teamwork sharing of ideas, er, being able to manage effectively, er, managing everything, that is time and everything being, er, making sure as SMT that are leading by example

10. How do you and your SMT go about making decisions as an SMT?

We, er, make collaborate decisions, er and if we have to make any decisions even if u have to make any decisions even if u have your idea, we, u have to put your idea sell it to others, than we'll discuss it and than at the end, we, we decide on if the idea is right or not, if the idea is not right u have to say why, so that we all come out, up with same ideas, same decisions

Do u vote on it?

Not really, we don't vote as per say er, its only up to discussing, we see through discussion how the idea is being taken by the broad of us,

11. What is the relationship between the SMT and the rest of the staff?

Er, my understanding of the relationship is, so, its good, er, er because I haven't seen anything that makes er as SMT not working er closely with the staff

12. What opportunities exist at your school to develop SMT members?

Workshops, workshops, er by er, mostly our um, organization SADTU because er, and we are of more benefit because most of the workshops are done here at the school, and we benefit, we benefit because it the venue is the school and most of us attend, almost all of us attend the workshops that are there as a proper workshop, two workshops by the department of education, so, and, in the action with other schools, getting info from other schools

In the school self)

The school self, ja, we do, but not all the time we do at times, do our own workshops but not all the time

13. What teams or committees do you have at your school? How actively are your SMT involved in these committees?

Okay, we have committee, finance committee, er, disciplinary committee, er sports committee, music committee, government, the SMT is active because in each committee there is a, there is a SMT member who is a member who see that everything is running smoothly.

14. IN what way is your SMT accessible to all stakeholders?

Its accessible to teachers because, they are also teachers, they are members of the staff, so they are, the teachers are not afraid to talk to them anything, anytime in social and formal way and it is accessible to parents, because they visit, er, parents whenever they are, need or that.

15. Do you feel that all stakeholders can approach you and your SMT in trust? Why?

In trust er, yes they can, er, approach us, because we are approachable, er, we are part of the community, so there is no way they cannot approach us.

(Clyde – They trust you)

They can trust us, yes, because we don't have any of the things that cannot be trusted.

16. What role do you expect your principal to play in your SMT? Question would change to; what role do you feel is expected of as part of the SMT, when interviewing principal.

Um, I think the most important role as a principal is to make sure the SMT work effectively, er, the SMT you as a principal, er, become er, the, the driver, not all, because in most cases you'll find that the SMT really mostly on the principal to do the things but my role is to make sure to, o, to, show the SMT that they are also managers themselves, on their own as I result of that, I, we, in our meetings we have meetings of us as SMT, they have meetings, and as SMT alone, without me, they have meetings of er, er the SMT who, who, the foundation head, and the interrelated head with the teachers alone and the parents alone without me, so that they can feel their are also managers, without me being the driver.

(Clyde – Is it during school time or after school.)

No after school, we don't meet during school.

17. If there is anything you would like to change in your SMT, what would it be and why?

It would be them not feeling, er, er, er, not seeing themselves as principals, as managers, as leaders, they also, you find that they also, they want to rely on me, on most things, they fell that they cannot do this, this is supposed to be done by you when, whether, I also have this thing, this strong feeling that they are capable of doing certain, things by themselves, without me being the principal.

(Clyde- Okay, so you want them to take?)

I want them to take responsibilities of, to take of everything that I take responsibility of that what I want to teach them.

18. Is there any other issue you would like to add about your SMT operate?

Things that we didn't discuss here, no, we touched everything that I would like my SMT to be

INTERVIEWEE 2D (N)

1. **Does your school have a vision and mission statement? If yes ask the following; Who were involved in crafting the vision and mission statement? How was it developed " If no, ask whether the respondent feel that it is important and who should be involved.**

   Of course we have. Ok, it was the educators, the SMT, er; we also brought it to the parents. Ok first we have some visions of our school, we as teachers; we come together, and er talk about it, er, so it was teachers who have that vision, that is, that we should have something.

2. **How does your SMT go about in engaging other stakeholders in realizing the school's vision?**

   What do you mean, by SMT's, do you mean the teacher component?

   The SMT as a body

   Oh, as a body, ok, what was the question again?

   How does your SMT go about in engaging other stakeholders in realizing the school's vision?

   The SMT did, er, go, about, er, letting other stakeholder, stakeholders know about it, because er, it is not called a SMT only, it is for everyone who is a parent here who is a visitor here, he or she must know what is our vision, so the SMT er did let others know about, our vision

3. **What do you understand to be the roles of the SMT?**

   The roles of the SMT, firstly I think they should be example, er, they should be, er, disciplined er, they should be people who listen so that they can believe others can listen to them, er, they should carry on, or bring some new ideas er, to others, or, say, or, say to the staff and be discussed, they must not be the er, people er, who are the decision makers, the should have, er, the vision, er, and they must maar bring everything that they seek and upgrade the school er to other educators.

4. **Does each of the SMT have a specific role and are these roles clearly defined and in writing?**

   Yes, each and everyone of us, have some roles, er, and they are clearly defined, er and they are written

5. **What mechanisms are in place to assure that you perform these roles satisfactory?**

   Ok, lets make it clear that we perform, we have some, we, have a plan, a certain plan, action plan for the year, we know that in such and such a time, we do this, er there are people, the people in charge, have some days to check if that things been done, so that is the way of checking

6. **What is the difference between your role as a SMT and that of the SGB?**

   Er, we as, as the SMT, er, there are departmental things that er, we do talk about with the teachers of which er the SGB know nothing about, er, there are some things that need a teacher component, that do not need the parent component

7. **How do you and your SMT go about establishing policies, e.g., Language, admission, etc. for your school?**

   Er, admission policy, that er, we look at the look at the environment, er, and we look at the people that we are dealing with, so, we come together, we talk about, er, what do we think are the disadvantages of, of, admitting er, these or not admitting them, for instance, er, in our area, here at School X, we are a Xhosa speaking school, situated in a, in a Afrikaans speaking, let me say, in a, in a coloured area, so we, do admit the er, coloured learners here, er, we also admit the English speaking, because some of our learners are from the x-model C schools, if they do not perform well, the er teachers, they send them here, so we, we look at those, er, areas, when we are admitting and we do try when we teaching, we try to use them all so that our learners easily understand.

Tell me, if you say we, what do you mean by we?

I mean we as teachers

Ok, thank you

8. **What do you understand by quality assurance?**
   - **Whole school Evaluation**
   - **Development appraisal**
   - **Performance Management**

Quality assurance, I don't know whether I'm going to answer it, I'm going to answer it, when you're talking about quality, you are talking of something of, of let me say high performance, or of something that is good, assurance, I am sure, that is being assured.....

9. **What do you think are essential ingredients for an effective team?**

I think firstly is to understand each other, respect each other, the thing is, ee, somebody who is let me say, who does not want to listen, the other people understand that this person is like this, so they should, they should cool down until such time he or she is with them if you understand somebody, I think they will be in the school, er, mutual understanding, I think understanding each other is point number one and respecting, er, and not being afraid of others is another point, er, being open, er, not hiding some other things to others, I think that is another point er, do you want some more?

Its fine I'm listening to you

10. **How do you and your SMT go about making decisions as an SMT?**

As a head, er, we come together, I we, discuss, er, after discussion we come to er, a certain understanding, er, discussions, er, sometimes you don't just all be in, be in that, er, but we do respect each others ideas and then after discussion, we come up with a decision

Do you vote on the majority?

Er, each and everyone of us voices out his or her opinion, than we judge by, er, the response

So you don't vote?

We don't usually vote, unless there is something that needs to, to, that needs us to, know, how many people are in that, how many are out of that, usually we discuss and discuss and we come to er a mutual understanding

11. **What is the relationship between the SMT and the rest of the staff?**

No, we are here at, let me say here at our school, we understand each other, er, the relationship is good, I think its because er, we have um, taken that er, spirit of openness because if somebody is not satisfied about something, he or she just talk it out and than after that, er, she feels right and the others understand if there is something that needs to be, er corrected or somebody needs to say sorry, you just say that, so that makes er, us to be always in a good mood.

12. **What opportunities exist at your school to develop SMT members?**

Shew, I think, er, you mean from the government or do you mean from the school?

The school

When you say about the school, do you mean from the teachers or from the parents?

From the school self, what opportunities, what plans does the school have, to develop SMT members?

Well, the only plans we have here, is to come together as a SMT, er, and discuss, or, and talk about er, something that can upgrade us, otherwise there are no other things that we do, its just coming together or let me say there are some others books that are from government er,

that is er, some little ideas about what we can do to upgrade ourselves. We just need those and unpack and er, encourage each other to do as it is explained to us.

13. **What teams or committees do you have at your school? How actively are your SMT involved in these committees?**

    Ok, her, at school, we have got a lot of committees, do I need to mention some?

    If you want to

    We have a lot of them, a lot of committees, and er, not all of us are in, are involved in those committees as SMT but er, especially the principal and the deputy are always involved in those committees, because there, are there, area lot of them, not, er, we cannot be able to, to be actually involved in them, but the principal and the deputy is always part of each and every committee for instance, we got the finance committee, we have er, sports committee, er, we've got the kitchen committee, er, a lot of them, I can, quite a lot

14. **IN what way is your SMT accessible to all stakeholders?**

    Stakeholders, you mean the learners, the teachers, the parents

    Yes

    Ok, the SMT is always a part of those people because they cannot er, have SMT without those people, so the SMT is always a help on those learners, er, they do look at them, in their social problems and also in their academic, if I can call it, er, problems, we do help them.

15. **Do you feel that all stakeholders can approach you and your SMT in trust? Why?**

    Yes, I think they can approach us and trust us because as SMT we are a mother petition, we are like mothers and fathers to teachers, to learners, if er, a teacher has a problem, a personal problem, it just came to any of us, and, er, explained the problem and she knows that is not going to be a school thing, that is confidential it is to be, to be confidential, sometimes because it is not nice to tell somebody about your problems than you hear it about outside

16. **What role do you expect your principal to play in your SMT? Question would change to; what role do you feel is expected of as part of the SMT, when interviewing principal.**

    Major role, as the father of the school because, the er, er, a principal is like a father, everything is reported to her, er, sometimes she has to er, to use her own decisions without coming to us, though we know there is a democracy, some, some, of the things that the principal she can, be able, to just give her own, give her own opinion, and we have to just accept it, so a principal is a, um, main if I can say, the main factor here at school

17. **If there is anything you would like to change in your SMT, what would it be and why?**

    Presently, lets say that there is something that I would like to change, I am satisfied about the SMT, how it works

18. **Is there any other issue you would like to add about your SMT operates?**

    If we are working together, since we here each other, since we respect each other, er, each others opinion and since we understand each other aah, there's nothing that I can

INTERVIEWEE 3H (N)

1. **Does your school have a vision and mission statement? If yes ask the following; Who were involved in crafting the vision and mission statement? How was it developed "If no, ask whether the respondent feel that it is important and who should be involved.**

   Yes it does have. All the stakeholders of the school, that is the SMT, the teachers, the parents, were also involved because, we here at schools we have SGB's so, er, in, in, in the beginning of the year we call a meeting for pa, parents, all the parents so that we can do everything that is from planning, everything

2. **How does your SMT go about in engaging other stakeholders in realizing the school's vision? (How do you sell it, let me put it that way)**

   Ok, firstly we plan as a school, and than we call parents meeting and than we also include them when we are in classes, as Grade parents so that when we meet, as a, a, as a whole, we, we say something that they already know

3. **What do you understand to be the roles of the SMT?**

   There are many roles of the SMT, like, the SMT realy make sure that the school, is running smoothly, because if there is no SMT, I think everything will ***fail****, because everyone will do whatever he or she likes, so the SMT realy is the driver of the school because the ups and downs of the school, they are faced with, as the SMT members we are amongst the staff and we are also among the parents, so we know everything that is happening within the school, within the learners, to everyone, so we know what is right, we know what is wrong, so we realy come together as a SMT and meet and with, together with parents and than if there is anything wrong we also come to discuss and say what the, even the staff if they have something to say which is, negative or positive to this SMT, they, they share with the SMT so we also share everything together,*

4. **Does each of the SMT have a specific role and are these roles clearly defined and in writing?**

   If I can say they are, they are clearly written down and they have also roles for instance I am, I am in, I am in Grade, I am looking for Grade 5 & 6, in, that is my roles, and than the others, SMT members are doing their jobs for other grades, and we have divided our, our duties amongst us.

5. **What mechanisms are in place to assure that you perform these roles satisfactory?**

   We, we come together as a, a, a, SMT, and as a staff also, so we, we cut our decisions as a SMT, and also we go to our staff members and than we talk to them and share some problems, anything that they encounter here at school, so we come together, if there is any problem, we come together again as an SMT, we, we try to

   Can I rephrase my last question for you?

   Ok

   How do you make sure, say for instance you are in charge of Grade 5 & 6 that you are doing your job and that all the other SMT members are doing their jobs, how do you check that?

   How do, alright, so I take it we call meetings, ok, thank you for that, we call meetings, and than after those meetings, we make sure that during this date we will need this and this and this and then on that date we come together and then and then make sure that those things that we are needed, we, we, put them together so that we make sure that everything runs smoothly, and than, excuse, and then we write down everything, some if we need to take something like notes or anything that can be copied down we make those so that they can be available at any moment.

6. **What is the difference between your role as a SMT and that of the SGB?**

   And the SGB, ok, SGB is looking for the things or the, the right, its, also, almost the same thing but there is, er, just because sometimes, there are problems that realy face the, the, school, er the staff, so sometimes, the SGB, I don't think its sometimes its affected, because some of the

problems that are at the school are confidential, so even if the lets say the teacher has a problem, so I as an SMT, treat that confidential without the knowledge of the SGB because sometimes the SGB as the members, some of them are outside so they can maybe, there can be a leak, a leak

7. **How do you and your SMT go about establishing policies, e.g., Language, admission, etc. for your school?**

   We establish, ee, learning, ee, learning policies by meeting together as a staff, as er with all the, with all the stakeholders, so that we can establish the fu7ll policies of the school together with the SGB

8. **What do you understand by quality assurance?**
   - **Whole school Evaluation**
   - **Development appraisal**
   - **Performance Management**

   I think a lot, I think Quality Assurance is broad because it contains everything about the school that means each and every thing that is in the school must be, must be, clear and it must be also, you must know that it is effective and also it needs to be someone must be, must make sure that each and, like for instance, if the yard of the school or the yard, yard of the school there must be somebody who must look for the yard of the school, there must be somebody who must look for the books, there must be somebody who must make sure that teaching and learning in the classes are taking place, so its, its everything that is included in the school

9. **What do you think are essential ingredients for an effective team?**

   The ingredients that must be there is, it must be trustworthy, first of all and also it must be teamwork, you must work as a team as well, you are working, er, and by teamwork, I mean you must work as a family because if you treat one another as a family, that means everything you know when one goes down or has a problem, so you how can you, you can see that this person today has this problem, so you must know the ups and downs of the people and you must know where you must put when you, when you are trying to, to, to delegate somebody for a certain reason, you must know that this one I must place in this place, and this one I must place in this place because, you know the strengths of everybody, You know the weaknesses, you know each and everyone you are working with

10. **What is the relationship between the SMT and the rest of the staff?**

    Not even there, there is not realy um, a, a, because mostly we are doing the same job, but this job is delegated to, to what the members, but the SMT must make sure that each and every duty that is given must be done effectively and everyone must be appointable what his, his, doing

11. **What opportunities exist at your school to develop SMT members?**

    You not what ne, we, we make, we, we come to the staff, we also come to the staff and try to, if even if we make meetings we try to make or to, to get our problems, if we have they, they see or they may assess us, as an SMT so that we, if we, we lack here they must correct us where we, we go wrong, even for the parent, if there is something wrong, they must come to us and try to tell us that they are the opportunities because we are trying to, to balance everything

12. **What teams or committees do you have at your school? How actively are your SMT involved in these committees?**

    We have a lot of committees here at school and the SMT is also involved, we are part and parcel of different committees

13. **IN what way is your SMT accessible to all stakeholders?**

    We are just like friends because really, they some of them they even, they don't even know that we are part of SMT because we are part and parcel of them

    So are you saying, does your parents know that you, whose on the SMT?

    My parents? Again

Ja, the parents of the school do they know the SMT?

Yes they know, because when we come together, in our first meeting, everyone is introduced in that meeting

14. **Do you feel that all stakeholders can approach you and your SMT in trust? Why?**

They can approach us in trust because realy, we, we are approachable and as SMT we are accessible, even the staff they have no problem, even the learners, they have no problem, the parents, they come to us anytime and we also invite them at any time to take part, in the, in there children's education, they must also visit us anytime, from class visits, when the children are playing, anytime.

15. **What role do you expect your principal to play in your SMT? Question would change to; what role do you feel is expected of as part of the SMT, when interviewing principal.**

Playing a big role, because in my SMT and I expect him, her to, to, ey, I , I because she's realy playing her role.

But what role do you expect your principal to play? Is she playing the role you expect her to play, is it leading?

She is leading at the same time, she is also if, she is also, she needs also to learn from other teachers because when we have meetings, sometimes they are not conducted by her, so I'm sure she is playing a role of the leader realy.

16. **If there is anything you would like to change in your SMT, what would it be and why?**

There are few things that can be changed in my SMT I realy, sometimes, we I we have our ups, and downs, for instance yes, I knew because I came with redeployment but I think when I came here to join the SMT I felt I realy can do a school, which has er an SMT that is of er, that is in a higher level, so, I think yes my SMT is, my schools SMT is flexible, it accessible, so I'm realy

But what would you like to change?

To be changed, Ok, anything, in that because yes, there are these changes, but I cant wait to revise the new curriculum, I think the only thing that you can be we can become more, more, I think the things became loose, here and there because of the education, I think the, I think the SMT can become now more open, About the current curriculum, and the changes within the society, that means the children are now changing because of the management of reaching so they can , so I think they can became, more, re, I don't know how to put it,

More strict?

Strict, yes, er because really

Are you talking about discipline issues?

I think, I I'm talking about discipline because its mostly we, we have a problem in discipline

Ok, you want your SMT to be stricter on the discipline issues?

Ja, I do discipline issues

17. **Is there any other issue you would like to add about your SMT operates?**

All I would like to say is that the SMT, our SMT is realy is flexible because we do not only meet the staff here at school for educational purposes, we also meet when we are out because we as a team I said, we do not work, for educational purposes but we also work as a family we move out, we are outside and help one another for instance, when we are in funerals, when we are for parents, and when we are at funerals for children, for learners, all learners and even for us as ee, educators, we move out of the school, we also meet when we are doing our excursions outside, so we didn't we, learn each other more when we are out, or , out of school, not doing the school work, so I would like us to, in that case to stay as we are but, fix it as we, the education is now changing, I think if we can get some more, more energy more strength and than we move forward so that everything will be ok, for the school and the learners also and also for the society as a whole.

INTERVIEWEE 3H (N)

1. **Does your school have a vision and mission statement? If yes ask the following; Who were involved in crafting the vision and mission statement? How was it developed "If no, ask whether the respondent feel that it is important and who should be involved.**

   Oh yes. It was developed in the, in the consultation of the stakeholders, of the school.

2. **How does your SMT go about in engaging other stakeholders in realizing the school's vision?**

   We, we, we, as the SMT have meetings with them.

3. **What do you understand to be the roles of the SMT?**

   Interleading, interleading, play the leading role in the school, encourage and motivate, must involve the parents

4. **Does each of the SMT have a specific role and are these roles clearly defined and in writing?**

   Yes they are

5. **What mechanisms are in place to assure that you perform these roles satisfactory?**

   Ok, ok, the principal or the deputy principal always check if we do all this

6. **What is the difference between your role as a SMT and that of the SGB?**

   The SGB differs the way it performs, to the SMT because, in all times the SMT is, is working with the staff, meanwhile the SGB comes here and there sometimes, when it is

7. **How do you and your SMT go about establishing policies, e.g., Language, admission, etc. for your school?**

   We establish our policies by, by making use of the government policies, and make a referrals from other documents that we have as SMT

8. **What do you understand by quality assurance?**
   - **Whole school Evaluation**
   - **Development appraisal**
   - **Performance Management**

   Um, its, its, to have the quality education that we have to perform, doing our best, that is quality assurance

9. **What do you think are essential ingredients for an effective team?**

   Managing our work, and the leading roles all the time

10. **How do you and your SMT go about making decisions as an SMT?**

    We do make our decisions but before we finalize the decisions we consult the staff

    Do you use a voting system sometimes?

Sometimes we do so

11. **What is the relationship between the SMT and the rest of the staff?**

    Good

12. **What opportunities exist at your school to develop SMT members?**

    We engage our self, in, in, in, in, ***(within)****, yes, no, just within us at school.*

13. **What teams or committees do you have at your school? How actively are your SMT involved in these committees?**

    In this committees, in, some committees, and er, the principal and the deputy always make the point that one of the SMT members is involved

14. **IN what way is your SMT accessible to all stakeholders?**

    Whoever wishes to know, or have some information, makes, or he makes an appointment to meet one of the SMT

    Do your parents know who the SMT of the school are?

    Yes, we have the parents meeting, or even we have the class group meeting,

    Tell me when do you have your SMT meeting and how regularly?

    We have them monthly.

    In the afternoon or after school?

    It's after school.

15. **Do you feel that all stakeholders can approach you and your SMT in trust? Why?**

    Yes, they can, because, we, we play the leading role, in the school, so, so, they can do so.

16. **What role do you expect your principal to play in your SMT? Question would change to; what role do you feel is expected of as part of the SMT, when interviewing principal.**

    To show, the leading, the leading, qualities

17. **If there is anything you would like to change in your SMT, what would it be and why?**

    So far I have not seen anything that I can change, so I cant

18. **Is there any other issue you would like to add about your SMT operates?**

    I would like the SMT to be fully involved in the extra mural activities, that what, is what I would like, in most case just few members that are involved.

INTERVIEWEE 5P (S)

1. Does your school have a vision and mission statement? If yes ask the following; who were involved in crafting the vision and mission statement? How was it developed "If no, ask whether the respondent feel that it is important and who should be involved.

We did as staff uhm, and than we, come up and than we put it together, basically it was the staff, er, which we presented to the governing body

2. How does your SMT go about in engaging other stakeholders in realizing the school's vision?

The mission statements pretty new uhm, what we've done, is we've, spoken about it at various times; I went across to, very new, haven't er, I would say we really haven't workshop it yet.

(Clyde – How do you engage other stakeholders?)

Okay, uhm, stakeholders being staff, parents and so on, er, as I said we haven't really got that far yet, parents when I do meet with them I refer to it.

3. What do you understand to be the roles of the SMT?

I expect the management team, and the management team; I'm talking about need to be….. I think oh, we spend a lot of time, uhm trying to refine this, make sure that we are delivering, we expect the SMT….. to give direction, I hope that in practice as well…. or they ….I also believe to a large extent because er, parents, to a large extent, the SMT is really running the school.

4. Does each of the SMT have a specific role and are these roles clearly defined and in writing?

It uhm, remember I've inherited a situation what I'd like to see is uhm three heads, it still encompasses quite a lot, its cultural, sport so I'd like to see, we need to identify three people.

(Clyde – Although what you are saying is, there's not clearly defined at the moment, uhm?)

5. What mechanisms are in place to assure that you perform these roles satisfactory?

Okay when I say its not written down, it is written down in terms of there are portfolios, a whole host of portfolios throughout the school, and each person has to take care of each portfolio, and er every person on the SMT has specific things that they're head of, they're head of a phase or head of er, er, …… so er, its not as if they don't know what they're doing, everybody's got a job and they doing it very well and that pretty well.

(Clyde – How do you make sure they perform their roles satisfactory??)

Okay, well, that's a good question, accountability so, er, it would really comes down to uhm what I'd like to see us getting to, is where we, at our meetings actually report back, we have that in a certain measure but its not functional as, as I would like it, we're pressed for time we meet for about half an hour, and after about half hour, one or to have to head of to something else, and than the others, we just carry on, its better then it was.

6. What is the difference between your role as a SMT and that of the SGB?

Uhm, what are the roles of the two? Okay, to a large extent, the governing body, is has to do with governance, there is a close relationship between the two because people others as I said have a lot to do with financial matters.

7. How do you and your SMT go about establishing policies, e.g. Language, admission, etc. for your school?

Those policies are really emanating from the governing body, they should be the ones putting together your consultations with the teachers involved on the uhm, obviously the time we on, we on the cold phase a lot of it we put together and er, which we'll put to the governing body

8, What do you understand by quality assurance?

- **Whole school Evaluation**
- **Development appraisal**
- **Performance Management**

Such extent is driven by er, what parents want, parents are very powerful, and that in certain instances their expectations Quality assurance is that er, your customers, your clients need to be sure that their children receive quality education, its easy to uhm, in the High School you would go to er, you'd say I'll give you matric results, apparently I don't believe it does, apparently that would give you an assessment of the quality.

(Clyde – Isn't it that er, quality could be linked to school fees?)

It is, if it's more expensive.

9. What do you think are essential ingredients for an effective team?

Effective team, I believe that communication, communication, it must be either the team, must be, basically the last stop in, in the final, in the final analyses it will stop with me, I'd like to think that as a team, we're making decisions, and that the school itself, its standards have improved, but er as I said earlier on I believe in consensus, and er, part of that, you won't get it every time, all the time, but er, part of that is to get people on board and make them er, part of the decision making and part of what's going on, and that doesn't just happen in SMT's

10. How do and your SMT go about making decisions as an SMT?

I said I try to get consensus, er, er, I will always be open to some kind of refining of that but it never should go to a vote

11 What is the relationship between the SMT and the rest of the staff?

I suppose that would be up to your individual teachers, there are probably people who don't relate, we would find somebody on that committee that they can speak to

12. What opportunities exist at your school to develop SMT members?

Er, we'll what we doing er, since I've arrived is er, uhm I, I subscribe to particular leadership material, I spend a lot of time discussing it, but we have I, I've asked for feedback you know, a particular section I'd like us to work on, and in August we're going on a program.

13. What teams or committees do you have at your school? How actively are your SMT involved in these committees?

I would imagine they involved in just about every one of them, because a lot of them, are heads of learning areas or they are part of the learning area er, we're trying to, really spread leadership in fact create as many opportunities , really set an example.

14. IN what way is your SMT accessible to all stakeholders?

As a teacher they could talk to each other, they're colleagues, er, so parents ja, parents are encouraged to give their input, have meetings with er teachers, I'd say we are accessible.

(Clyde - Do they know who the SMT members are?)

Uhm, they know who the heads of department are and it's really open knowledge, they know that.

15. Do you feel that all stakeholders can approach you and your SMT in trust? Why?

Uhm, in integrity, they know we are, there's people of integrity so I think they can, er, I don't think the perception is completely that they can, its quite a long time, it takes quite a bit of someone to actually make a decision to trust someone, er it depends, there are some people who are in and out here regularly, other people do not.

16. What role do you expect your principal to play in your SMT? Question would change to; what role do you feel is expected of as part of the SMT, when interviewing principal.

Uhm, well obviously they looking to me for leadership so, as to where I'm going uhm, and I must say, at this point in time, because I think I came with a bit of a different style of leadership, so uhm, I might be still learning to, to come to terms with this whole consensus thing, the whole sense of a team working together, our pleasure is that they're enjoying it, uhm, ja I think that's what they'd expect from me.

17. If there is anything you would like to change in your SMT, what would it be and why?

Ja, I cant say that I feel that totally at this point, but it, certainly where at the school I came from, there were times that I felt I am not needed, that's really what I like, I'd like to get to that place where I can feel that, I think at this point in time, but I, I, I, I'm obviously, I need to be here, you need to provide leadership, we cant uhm, but uhm, ja we'd have not arrived yet, I'll always be thinking of new ways to, and I do find days when I've lived through experiences that you've got to kind of pace yourself, you cant change the world in a day, in the last year, we've tackled a whole lot of things, we got the systems in place to implement them this year but uhm, next, towards the end of this year we'll look at a few other things we can tackle next year.

18. Is there any other issue you would like to add about your SMT operates?

No

Interviewee 2D (S)

1. **Does your school have a vision and mission statement?**

   Yes definitely

2. **Who were involved in crafting the vision and mission statement?**

   Uhm, certainly the senior management team, basically the whole staff you know were involved in that

3. **How was it developed?**

   We had a swat analyses ere meeting or seminar er one Saturday er where lots of things were discussed with the staff and that was one of the subjects you know that came up er and everyone was in agreement er that the old uhm the old one that we had was really outdated so uhm so we had another subsequent meeting to that which certain people were invited to from the staff not just the senior management team, there were more teachers involved as well and er again the subject you know were discussed and then basically it we tasked ourselves amongst ourselves to develop you know a new er new ideas any way er which is what we did and then the final the final sort of draft were er formulated by the senior management team

4. **How does your SMT go about in engaging other stakeholders in realizing the school's vision?**

   Oh er normally sir you know certain aspects you have er full staff meeting every Friday and er normally at, at whatever we discussed as a senior management team at the end of the day on a Thursday er certain of those points er any important points are actually discussed then with the full staff er so that is how we you know we liaise but, but everybody is involved all the stakeholders we don't exclude anybody er from any decisions you know that are made

5. **How do you sell the schools vision to wider community?**

   We, we busy at the moment er with a prospectus which we've never had before but we have always used our schools magazine and we have compiled a magazine in such a way that it becomes more like a prospectus er but obviously you know by word of mouth uhm I think uhm the school basically markets itself through what the public out there see you know of the school and the children and certainly the children play probably the most vital role you know in marketing the school er parents er most parents are fairly super critical of schools and er in a in a city like east London were there is many good schools they er very fussy so they investigate all the schools you know very thoroughly er before they decide where their children are going to go but as I say we are developing a professional er prospectus now er in line with a few of the private schools er the same type of prospectus and then er we obviously encourage parents to come in we er show then around the school we tell them a little bit about the school er so basically yes and through our teachers as well you like them to tell the people out there what the school has to offer

6. **Thanks, what do you understand to be the roles of the SMT?**

   Well, I think er every organization needs a head of some sort and even if even if the head isn't only the principal of the school er the senior management team, are basically the head er and you know all the decision etc. you know are made not by them but through them and then obviously er they have to keep a close watch on uhm the decisions that are made er that they reasonable you know decisions made er but I you know no organization can run efficiently without somebody in charge or some bodies in, in charge and responsible so basically uhm you know that is what our management team does er also rely on the management team to come up with good ideas because they all liked to a grade in the school and er each of our grades is actually run like a small school so we like to get report backs from them as to their grades you know what's happening in their grade

7. **Does each member of the SMT have a specific role and are these roles clearly defined and in writing?**

Er not in writing no at this stage er but but everybody on the management team as I said is basically linked to a grade or er the head master and the deputy headmaster automatic uhm the HOD's are attached to, to grades but if I take myself you know as deputy er my sole role their isn't as the deputy of the school I am also the academic head of the school so any academic matters er you know I report back to them on, on those and then we have er a cultural head and we have the teachers responsible for the foundation phase er we have some body from peter pan somebody from the pre-primary so ja everybody everybody its not in writing but we understand what our what our roles are in the smt

8. **Uhm tell me what mechanisms are in place to assure that you perform all these roles satisfactorily?**

Well I think communication is, is the most important uhm we the grades have regular meetings because we've got 5 at least 5 teachers in a grade er they have regular meetings and then we have uhm a head of each learning area now the learning area we have er we also have a meeting on a Friday where we select learning areas like tomorrow is maths I am also the head of of maths at the school er so we've got we've many channels of of er you know communication so nobody is unaware of exactly what's happening er and the senior management team and in particular the head master is always aware of exactly what's happening you know it is a big school er with a big staff er so its got to be its got to be really well organized er for everybody to know what is everyone else is doing like at the maths meeting which I run now this afternoon uhm tomorrow afternoon uhm there is a maths head in each grade and each of those maths head is going to tell us just a little bit two three minutes about the maths in their grade you know what they expected to cover er during the year so that the next grade knows exactly where to follow on ect. So ja our communication I think our systems of communications are very good

9. **What is the difference between your role as a SMT and that of the SGB?**

Er no its very different uhm look the school governing body as you know er there, there are three staff members on that plus the principal so you know there is four uhm and look the governing body controls certain aspects of the school for example if the management team er decide on a project which is going to cost x amount of money that all has to you know go threw the governing body because they strictly in control of the finances of the school but we do run other important issues by them as well uhm through our staff members and er the governing body er each member have a portfolio which er we do a written report a week before the governing body meeting so that everyone gets the opportunity to read a report on cultural or the sporting side or whatever academics, whatever the portfolio is and then instead of at the governing body meeting having er three hour meeting with everybody mentioning their portfolio everybody has a chance to read it before and they basically just have questions which they draw up er for further explanation uhm but obviously here the management team er a few of the members of he management team are on the governing body so there is a good liaison you know between the two but obviously er sort of day to day running of the school we don't burden er the governing body with you know we just er leave the important issues to be discussed with them basically

10. **How do you and your SMT go about establishing policies, e.g. Language, admission, etc. for your school?**

Yes well as I said any any major issues like had to do with language or a religion you know things like which are sensitive issues er those all you know those all decisions are made by the governing body basically er you know they are representatives of the parents of the school and uhm so any any decision you know like that with regard to that type of policy er dress policy sports that we offer er all those types of issues uhm we do discuss a lot of them amongst the whole staff and get all their ideas and then we take it to the governing body for a final you know final decision

11. **What do you understand by quality assurance?**
    - **Whole School Evaluation**
    - **Developmental appraisal**
    - **Performance Management**

Quality assurance well as far as we concerned the best education that we can give our children you know and er and er a holistic education not just certain aspects of education uhm I mean that's our main aim in and er we believe in happy children er we don't like children to come to school stressed about school in any way and and then as I say we select, we are very selective about our staff and er we like to think we have selected the best possible staff members uhm because they the ones that do the educating basically at the school but that is our main aim is to give them the best as possible education to prepare them for the future obviously

12. **What do you think are essential ingredients for an effective team?**

Uhm ja I think, I think the people who er find themselves you know on er on the smt are norm well they are the leaders you know in the school and they are certainly we encourage them all to be open to suggestions from younger teachers especially you know teachers who have qualified er more recently then what we did we have been around along time uhm and we like new ideas we like to be progressive and er as I say you know each member of the smt is encouraged to to bring as many good ideas which have thought it through from the whole staff and even from parents you know parents come up with good ideas a lot of parents are involved in education in some way as well and er ja that's basically how we operate

13. **How do you and your SMT go about making decisions?**

Uhm ja if it's a thorny issue tricky issue uhm which is raised at a staff meeting or whatever then uhm we like to get their opinion of everybody and if, if there is really if their isn't consensuses general consensus which seldom happens then obviously it goes to the vote and er and basically uhm all, all those involved in the school I mean sometimes things involving the playing facilities or the cleanliness of the school whatever we like to involve all the role players er we don't just go to the lady who is responsible the teacher who is responsible er we like to get the feedback from their whole team you know the school is divided into different teams and each one has, has its role to play but as I say together all the teams work wok together to form another er bigger team

14. **How do you feel about the principle of voting?**

Yes, no, look I think you've got you've to go you know teachers are reasonable people you know I'm referring mainly to teachers here and I mean they all intelligent people uhm and they all have er their own ideas but unfortunately their comes a time where there there's a spilt and er then unfortunately you have to go with the majority I mean er the majority usual aren't wrong that's basically er you know how we do it democratically ja

15. **Thanks, how are the relationship between the SMT and the rest of the staff?**

Very good, very good as I say each members of the smt is linked to other staff members er either in their grade or with regard to sport or with regard to cultural whatever and and they rely smt members rely, very heavily on the people involved in their particular portfolio area of er you know where they basically responsible er so ja I would say really well we don't have really problems with that regard

16. **What teams or committees do you have at your school? How actively are your SMT involved in these committees?**

We er as I say er we we have uhm many different committees you know er cultural committee er sport we have sport committees er we have er each grade as I said is run as a, as a small school but within a big, within a big school so everything filters through from out from ground roots right up you know to the top

17. **In what way is your SMT accessible to all stakeholders?**

We are accessible all the time I mean er they don't wait for example for a specific meetings called before they if they have a problem or if they have uhm good idea or suggestion to make they free to do that at any stage even if it's not at an official meeting

18. **Do you feel that all stakeholders can approach you and your SMT in trust? Why?**

Yes, definitely no without a doubt we don't discuss I mean there are issues sometimes which are more of more a personal nature and er maybe a clash between two people I mean that's all handled strictly confidential

19. **What role do you expect your principal to play in your SMT?**

I think I think the principal he must be the motivator you know he must he must put all his er committees and those types of things he must put them in place and he must he must almost be on the outside looking in you know to allow people total freedom er but obviously the final the final decision especially important issues must rest with him you know he is the one who is going to be responsible in the end and er so ja but but I I like to see more as er guiding the staff motivating the staff making sure the staff are happy er I think that's a very important role as well but he must almost be little bit a roof from the smt even and er he calls the meetings for example but he must encourage everybody to do as some input and not sort of dictate you know er to everybody and tell them that these his er his ideas and er that's how its going to be so ja that's how I see the headmaster

20. **If there is anything that you would like to change in your SMT, what would it be and why?**

Uhm ja I would like to see a few more people involved er our smt for the size of our school and our staff er is a little bit er I think it's a little bit to small er where its not broad enough it doesn't cover all the aspects you know of the school er one doesn't want it to become top heavy but I think it would be a good idea to have er lets say we don't have anyone in the smt who is involved in the cultural side of the school music side or whatever at I think it would be nice we we do on occasion invite other people in to to one of the smt meetings so they not excluded all the time but I would like to see just a few more two know three or four more people that I think could have a very valuable input into the smt

21. **So the last question is there any other issue you would like to add about how your SMT operate?**

It is I think you have covered it very well did you draw up the questions yourself ja they very good thought provoking questions no Clyde I don't I don't think there's any thing I can think of I think you have done a good job of those er you know the questions and they they all sort of searching questions which er which is what a question should be I would say that that covers it pretty well

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INTERVIEWEE 1H (S)

1. **Does your school have a vision and mission statement?**
   Yes, it does.

   Who were involved in crafting the vision and mission statement?

   It was actually quite an interesting process. The entire staff came together in the lecture theater one afternoon and we got a general idea from everybody then it was voted on that a smaller nucleus committee to work on the vision statement. That committee then got together with five people who drafted the vision statement up and presented it to the staff for any comments and from there the statement was born.

2. **How does your SMT go about in engaging other stakeholders in realizing the school's vision?**

   *Well, (**stuttering**) the vision and mission statements of the school encompasses the community, and, and, and the parents of the school, everybody have to start, it is a simple mission and vision statement where school and excellence meet. If the parents are not happy they come to the school, if were not happy with them we go to them, so there is engaging all the time, a simple mission statement.*

3. **What do you understand to be the roles of the SMT?**

   *Primary, leadership and (**pause**) keeping the school in the right lane, keeping it going the right way, but also being a ear between the teacher at grassroots level, and not only the parent at grassroots level, but the child at grassroots level and also they need to be aware of what's happening in education circles in the country, cause we're the frontline for the parents and the children and the teachers, and often decisions that get made by the education department are seen to been made by the management teams of schools, which has made it very difficult lately for people to sort of draw a line between where the education department makes the decision, where the management team makes the decision, for example the Governing Body elections that has just been held and now it have to be re-held and things like that, ugh the ugh, the management team has to be a go-between.*

4. **Does each member of the SMT have a specific role and are theses roles clearly defined and in writing?**

   Not, not at this stage, every teacher in this school has a specific role, um, a specific job to do other than obviously their class room teaching uhm, at this stage the management team are looking into giving management to people um, broader roles to encompass all of that, we, we, are in the process of doing that, but there are sort of unwritten rules of who does what, everybody knows what they doing, but nothings been written down yet

5. **Uhm tell me what mechanisms are in place to assure that you perform all these roles satisfactorily?**

   I don't think there, there's any mechanism in place but, er, its, its, an open system, we, we, we under scrutiny from everybody, and anybody is allowed to come and question what we doing, so its almost er, a, a, democratic process, there's no structure in place to say that this is being done correctly but, its, there's scrutiny all the time, everybody's watching what everybody else is doing, the whole staff is watching you, the parents are watching you

   So it's your cheque and balance?
   Cheque and balances, ja, ja

6. **What is the difference between your role as a SMT and that of the SGB?**

   Um, the, the SMT, the management team views, these (Stuttering) are personal views, these aren't management team views, the, I see the management team has been more involved with the actual teaching and work that's going on at the school. The governing body needs to look at maybe a wider picture not as, I don't see them as being sort of overseeing the teaching and the education

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side of the school, they got a broader picture of the buildings and all sorts of things like that, so I see the management team is more the teaching, staff welfare side of it, obviously staff welfare comes in the governing body as well, but the governing body more the finance and the running of the school.

7. **How do you and your SMT go about establishing policies, e.g. Language, admission, etc. for your school?**

Well, everything is guided. What the government says, what the education department says and from there the policy has decide on and it has to be in line with that we can't go willingly do our own thing. I haven't been involved for that length of time, so languages policies and things like that have all been decided before I even, I've only been on it for the last two months, ja.

8. **What do you understand by quality assurance?**
   - **Whole School Evaluation**
   - **Developmental appraisal**
   - **Performance Management**

Quality assurance, giving people a person feeling comfortable in what they are getting is of high quality and is what they are expecting, you know sometimes at a school we exceed parents expectations and sometimes they expectations of us are exceeded, and quality assurance is I think a happy medium between those to.

9. **The SMT as a team what do you think are essential ingredients for an effective team?**

I think the viewpoints I think are the essence of a good team, and the ability to listen to what everybody has to say and the openness to disagree with people, but on the other hand the SMT once the decisions made in the SMT must stand together as one so whether you're at the dissention about it or not that's your personal thing when the decision gets announced you fully behind what the SMT made.

10. **How do you and your SMT go about making decisions?**

Its discussion, we've never got a stage of voting on anything yet, its open discussion and nobody is seen as, look, look they not seen as the leader of the SMT but, but his viewpoint and everybody else's viewpoint is seen as equal. I think in the meetings and its very open discussion, whose you can have a discussion and then as decision is made and I mean people, people are reasonable when the see other peoples viewpoint.

11. **How do you feel about the principle of voting?**

You know voting Is the last resort and sometimes voting breaks down what's been done, you know a good discussion sometimes out weighing any voting that's gonna get done, because when you vote and its three against two or something like that, that immediately splits your governing, you SMT's and things like that, so and voting can be very subjective as well, not objective.

12. **How is the relationship between the SMT and the rest of the staff?**

I feel, well, as I say I've been on it for two months, now, I feel its very good, I still see myself as one of the rest of the staff and I think every SMT member sees himself as one of the rest of the staff, nobody has elevated themselves onto a sort of ivory pedestal, or something like that, we still do the same as the rest of the staff is just that. We sit in the meeting maybe once or twice a week and make certain decisions, which are taken back to the staff, which they also have the right to come and question.

13. **What opportunities exist at your school to develop school members?**

You know we never stop learning at a school. I think the moment you stop learning you should stop teaching, so the development is always there in different challenges that get put in front of you and also we go away we going away on one of these progrow things as an SMT group together uhm often little functions and stuff as to just bond as an SMT.

14. **What teams or committees do you have at your school? How actively are your SMT involved in these committees?**

Our school is almost was a vision of the previous headmaster, I think this is one carrying on with, its basically 7, 8, 9 schools in one school each grade is, is classed as a school each grade has a grade head, whose responsible to, who answers to the SMT of the school, so you know its all divided into little nuclei things and made up into one bigger group so I think that's the biggest show of that than obviously the sport side of it as well. Different sports all involve, SMT all involved, there's nobody at the school, okay the headmaster doesn't teach at this stage, but I'm sure his pretty involved in with sports and things like so everybody as I say is involved at grass roots level from right at the bottom right to, nobody that's separated out of it.

15. In what way is your SMT accessible to all stakeholders?

I think in the nature of how this school runs everything is discussed, everything, it's a friendly school and anybody can come in at any time and with a problem, or with a problem they have the SMT and they will be listened to.

16. Do you feel that all stakeholders can approach you and your SMT in trust? Why?

Oh yes definitely
(Clyde – Why do you say so?)
I have been at this school for 15 years and I have approached people on the management team, I have approached people on the governing body with problems. I've had that's been confidential but I don't think you know if you go to somebody on the management team about something it needs to be discuss in the management team, I don't think that it must be confidential within the management team, I think it must be discussed openly, but it must not be discussed with the rest of the staff, if you don't, if it doesn't, warrant it, it helps being very, very open, it's a very open school

17. What role do you expect your principal to play in your SMT? Question would change to; what role do you feel is expected of as part of the SMT, when interviewing principal.

Financially, he should be the leader of the SMT, should be the person who guides it through rocky times, but as a member of the SMT I believe he is as important as the most junior member of the SMT as well, where I also believe the SMT the person junior staff members is as important as the SMT, it all goes to the running of a happy school and when people feel part they make it happy, so headmaster must must be there as a, not as a guiding light, I think, its more important for him to be there when tough decisions need to be made, to be a level headed guy, sometimes for him as well, ja

18. Do you think the SMT will run smoothly if the principal does not give his job?

I don't think any school can rum smoothly without the full support of the principal and the first year teacher, that been here for a month. Everybody is important as everybody else at this school but nobody is irreplaceable at this school either, and I've seen that, I've seen that we have heard that so and so is going, leaving a hole, how its gonna be, that goes with running of a good school as well, its like taking putting in life as a ripple and suddenly the water is smooth again. I think that shows what's our school is about.

19. If there is anything that you would like to change in your SMT, what would it be and why?

Uhm, the meeting time seems to be, we have a meeting Thursday, I'd like everybody, that stage one of the members cant be their because she has to teach, I think everybody the whole SMT needs to be there for that meeting, that's the only thing that I'd like to change at this stage.

20. So the last question is there any other issue you would like to add about how your SMT operate anything else?
Anything that I'm not sure about is the role of the education department, not how can I say it things are working well at schools, you know it yourself, things are working well at schools and a lot of pressure, and at the top things just seem to be falling apart, so I don't know where the balance is gonna come, I don't know where the happy medium gonna be at, we need a stronger education department, whose worried about what happening at grass root level as well and through that our management team and governing bodies, our schools our education might be better, I don't see a problem with the school as such, but I do see a problem with what's happening in education, specifically in the Eastern Cape.

Interviewee 3H (S)

1. **Does your school have a vision and mission statement?**
   Yes definitely ja

2. **Can you tell me who were involved in crafting the vision and mission statement?**
   Let me see, it was my baby (giggling) that's why in fact its not but ja the whole senior management team uhm er as well as the entire staff at er at imbizo type activity er and then is was refined refined and refined and then adopted by the entire staff but it was driven by the smt ja

3. **How does your SMT go about in engaging other stakeholders in realizing the school's vision?**
   Er we not afraid in bringing in specialists we've er do in-service training with the staff uhm we are guided by the requirements of our staff er and the vision or our mission statement is our broad objective but within the mission statement are the smaller objectives uhm also we've got our quality management system also plays a large role in developing people in every aspect of the school er in realizing the mission statement ja

4. **What do you understand to be the roles of the SMT?**
   Obviously to take a lead er to to maintain er to run portfolios for me the most important thing is to lead by example to inspire to infuse to train to empower er and at the same time target er weaker areas within the school at the moment and develop strategies as to how improve those ja

5. **Does each member of the SMT have a specific role and are these roles clearly defined and in writing?**
   We all have portfolios er in that we are all in charge of various aspects of school life er be it academic or sporting or cultural or grounds or whatever the case is everyone does work to a portfolio er but it doesn't mean to say that you not involved in other aspects of what's happening as far as the smt is concerned ja we have specific portfolios but we all take joint decisions for most for most aspects

6. **What mechanisms are in place to assure that you perform these roles satisfactorily?**
   There is we, we don't drown each other with check lists and clip boards and so on have you done it yet we ,we do expect people to work in a professional manner er I must say the headmaster is always there to support er in execution of tasks er but I think our standards are set in that everyone wants to achieve the best they possibly can for the school so its not a case of I'm doing it because it has to be done I think most people are logged in the concept because they enjoy their work and and wants to see the school as one of the leading schools

7. **What is the difference between your role as a SMT and that of the SGB?**
   Uhm I er I found it very handy to be involved in the the ere school management team and the school governing body er you know we can link what we doing at the school in order to keep at the governing body level er and also to keep the governing body informed as far as decision making is concerned, its, its good for communication it goes from governing body down to smt and smt back to governing body ja I think its convenient uhm and quite a worth while link which I enjoy

8. **How do you and your SMT go about establishing policies, e.g. Language, admission, etc. for your school?**
   We, we get input um, from the various er, staff on the SMT, also we not afraid to consult various people on the teaching staff who are specialists in that field and, and ask for input, um, we, we, listen to, to, suggestions, er, and I'd say, I'd say most decisions are, are, are democratic but, but in some cases it's necessary just to make decisions that not everyone is happy with but I think generally um, most decisions we have at SMT level are, are, we all locked into it, er, and, er, 100%, certainly we leave our SMT meetings whether you agree or not you, you, will follow it through and adopt it as policy, um

9. **What do you understand by quality assurance?**

   - **Whole School Evaluation**
   - **Developmental appraisal**
   - **Performance Management**

Quality assurance, towards, as far as the school, as far as the school is concerned, you know, I think parents are paying a lot of money towards, er, schooling now a days em, particularly in schools like this, and er, we also gotta remain competitive, er, whatever they offer in the classroom, sports field, academically, culturally, whatever, the case is, has to be competitive, has to be well researched has to be polished er, in order for you to remain competitive amongst your competitors, so ja, we'd like to think that we, we, we got a quality product because we continually measure um, we, we, invite parents to comment and we continually measure ourselves against other schools be it to test infants, etc.

10. **What do you think are essential ingredients for an effective team?**
I guess, ja, people must have clearly defined, er, roles, um, I think a lot has to do with, with the er, inspiration, er, you know this, you know what you working towards, you know where you going er, and, and you gotta suitably dynamic person who is leading and headmaster, but not necessarily only, er and also depending on what their leadership situation is, er, I think where everyone's input is valued er, and obviously er, there is, in, an enormous amount of satisfaction in achieving success so, we as SMT are working together, working towards goals, achieving goals, I think in breed, in turn, turn breeds, breeds success, but certainly dynamic leadership er, utilizing peoples skills, listening to what the SMT's saying, er, are all crucial in, in, the success of the school.

11. **How do you and your SMT go about making decisions as an SMT**
Weekly SMT meetings er, the issues that re brought up by the headmaster er which he raises there are issues which are raised by each of the SMT and, under general, er, you know, if those issues warrant further discussion um, we obviously thrash it out er, we might have to go back and do a little further research and you know report back the following week and than we try and reach a decision as soon as possible um, and Id say most decisions are, are majority decisions and than we stick with those, ja. Its, its more you get a gut feel, once everyone has had what they say, has had a chance to say what they would like to say, er, you get the general mood of the meeting you, you can feel whether people are pro sitting on the fence or against um, I don't think its very often that we have to go to a vote, but certainly, we, we, encourage open debate um, we encourage criticism, positive criticism of one another um, but at the end of the day, I feel that we always manage to reach consensus and we leave the meeting positive on what we've decided on now

How regularly do you meet as a SMT?
At least once a week, which possibly er, is not enough nut under the circumstances it just has to be enough unless er, if urgent issues need to be discussed, than um, we can call special meetings which have happened from time to time, but er generally speaking we meet once a week, ja,

12. **What is the relationship between the SMT and the rest of the staff?**
I believe, I would believe that to us its good, um, you know when I look at the SMT and, and, in the, in the normal day to day running of the school, they in the trenches with the, with the educators, with the kids interacting, er, leading through example, er highly involved, er, er, and certainly not just giving orders and hoping things are going to be executed but certainly leading through, through being with and, and motivating er, through education, I think the relationship is good.
13. **What opportunities exist at your school to develop SMT members?**
We, we, all encouraged to, to er, attend as many, er, courses as possible which are available, i.e. as a staff and management team from time to time er, move away and focus on what we doing and look at what skills we require and, and how we need to develop our skills in order to meet the requirements um, I think, our headmaster is very conscious to the fact that you can't expect people to perform without equipping them with necessary skills er, we not afraid to get people into the school, to, to address certain issues and I think most of all just learning from each other, that's, that's through experience and er, taking and sharing your skills with each other

14. **What teams or committees do you have at your school? I think you partly answered this and how actively are your SMT involved in these committees?**
Er, well you know we have our senior management team er, er, than in turn we have er, what we have, learning area heads we, encourage small committee to form that er, learning area committee they meet from time to time you got your grade er system er headed up by your grade head whose, whose not necessary an SMT member, it could be an experienced teacher, er, whose a specialist in hers or his field um, than you got your usual governing body, um, your PTA, er, we got our Fathers Club, Mum's group, um, I think the structures in the school are pretty sound your, your, pupil leaders um, headed by a teacher and their they divide the peoples leadership skills and in turn have their little sub committees which in turn look after various aspects in and around the school so I think the structures are sound and, and are working, ja,

And your SMT's are actively involved in all the committees
I, I certainly think so because we have people from the SMT who are actively involved with those, you know, a lot of those sub committees

15. **In what way is your SMT accessible to all stakeholders?**
Every school has a pretty much, a open door school policy um, except with the headmaster it would be difficult due to logistics to, to get in with just the drop of a hat but certainly your heads of departments, our deputy are very approachable er, in that we interacting with the staff all the time, they can approach us at any time, it doesn't have to be a formal meeting in the office it can be over a cup of tea or next to a rugby field or in a car park, issues can be raised and than you can have the opportunity to follow through on those, so I think they very accessible, ja, and very approachable

16. **Do you feel that all stakeholders can approach you and your SMT in trust? Why?**
Trust is something, that you, you develop er, and you gotta prove and er, I think certain people develop a reputation for being trustworthy er, er, being able to retain items of confidentiality, handle things discretely, worthy contentious issues um, so, so its not something that will happen with a drop of a hat, I think it's a relationship you build with your staff over a period of time, it doesn't just happen over night

17. **What role do you expect your principal to play in your SMT? Question would change to; what role do you feel is expected of as part of the SMT, when interviewing principal.**
I would imagine the role is sort of a chairman er, um, its ideal, he needs to be facilitator, he needs to encourage people to voice their opinion he needs to create er, er, a island where people can express themselves freely er, he needs to task people, to, to fetch and er work on certain issues depending on their strengths and portfolios er, and I think he also needs to make sure that decisions are made in time and not, er, dragged out and that er, that there's er, that there's timeous reporting back to the staff so that they know that their decisions are being acted upon and know that er, ensure that er whatever has been raised by er staff through the various SMT members is being, that there's action being taken you know, its quite a wide role, er, and certainly also to motivate make sure that people remain on track also a watch dog, to ensure that standards are maintained

18. **If there is anything that you would like to change in your SMT, what would it be and why?**
Pretty much the SMT operates the way I would operate it if I was in that position um, I think what the headmasters must be always be aware there's equal distribution of work, er, of workload um, not that it is a problem at our school but, but sometimes er, you do notice that the willing horse tends to be a bit over loaded so I think a headmaster should be or SMT general should be mindful of the fact that er, just because the see it as unnecessary tasks, um, ja, I don't think I'd change anything at the momentum, I think we at a level now, which is, which is very exciting, um, our SMT's grown er tremendously in, in the year and a half, I think people are motivated the meetings are not a drag, er, everyone feels a meaningful role in, in the school, I think at the moment things are going very, very well
19. **Is there any other issue you would like to add about how your SMT operate?**

Just, just off the cuff I don't think so, um I think the portfolio er, setup works very well um, what's always impressed me about this school is the er, the quality of teachers, I think as a, as a SMT member and a headmaster I think he must feel pretty proud that we have the caliber of teacher at the school who can actually run the portfolios and not have to consult with him er, al that often about nitty, er, willy, billy things, I think what struck me, what struck me in my five or six years at this school is, is how enthusiastic teachers are about their portfolios and how mature they are and how empowered they are um,

INTERVIEWEE 4H (S)

1. Does your school have a vision and mission statement? If yes ask the following; who were involved in crafting the vision and mission statement? How was it developed "If no, ask whether the respondent feel that it is important and who should be involved.

Yes, absolutely. Er, the whole staff were involved, er, the, we had had, uhm, swatch day, which we spent with the whole staff, we than also had, er, er, a a pre-day that we had everybody come together, we had a, a team come in and control the whole, the whole uhm development, so uhm you know that is uhm in the process and is obviously being developed, er, and adjusted under Mr. X

2. How does your SMT go about in engaging other stakeholders in realizing the school's vision?

I think at the moment our SMT, is er, in er, really er, er, a new area, I, I, I, would say, it's a something that's being developed in the school, and it, I, I don't think uhm, was very active, er, in fact, er, maybe that's an overstatement, uhm, uhm, that uhm there was no SMT, I would say.
(Clyde – Okay)
To be frank with you and that's in the process of development at this stage, I think it's a new area, that's, that's definitely being developed.

3. What do you understand to be the roles of the SMT?

Well uhm, basically to uhm, be the, be the leading er committee, er I suppose to put it in a basic way, leading committee that will uhm, decide on the running of the school, initiate new developments make sure that it is running as, as good business uhm er, a development in progressing in the new South Africa.

4. Does each of the SMT have a specific role and are these roles clearly defined and in writing?

Uhm I would say that, it, like I indicated before I think we're in the process of getting that way, er, I don't think we're quite there uhm, we've got portfolios, to the extent uhm, that we are working towards it at this stage.

5. What mechanisms are in place to assure that you perform these roles satisfactory?

Your, well, obviously we'd be answerable to the committee and, and, to our seniors that are in place at the moment.

6. What is the difference between your role as a SMT and that of the SGB?

Ugh, well uhm, I think, er, its hand and glove really ja, I think one working with the other, uhm, I'd say you know, one is dependant on the other, and er, the two, the two work together to a large extent.

7. How do you and your SMT go about establishing policies, e.g., language, admission, etc. for your school?

Er, well, we've got er, subjects heads, which uhm, are developing that, that area and that will then be carried through to us, er, we are obviously involved, er, in those as well as er, maybe leaders in that area, or as members of those different groups, so, er, that's a, that a ongoing process that will carry on going as times goes on.

8. What do you understand by quality assurance?

- **Whole school Evaluation**
- **Development appraisal**
- **Performance Management**

Uhm, I would say that there is to say that we're making sure that we have got the quality; we have got uhm, a certain standard that we are requiring from whatever we're talking about.

9. What do you think are essential ingredients for an effective team?

Well obviously teamwork, co-operation and understanding, uhm, and obviously the courage to evoke for something like that and some of the members are not in agreement that er, they need to go with the majority, uhm, but obviously it is better if the whole team agrees with uhm, what has been decided, so er, the team is only as strong as its weakest link but er, its very important that, er, you work as a unit and that we uhm develop the whole system together.

10. How do you and your SMT go about making decisions as an SMT?

Uhm well obviously if er something was discussed it would be everybody would be given the opportunity to give their input, uhm if it, if it cant be solved within the group, than we would go further a field, we would go to other staff members er, looking at specific references er, to the topic or the, or the thing that we have decided on er, if on the other hand there's not uhm, enough expertise, than we need to go further a field and er, get somebody from outside to actually give us a bit more direction as far as it goes.

(Clyde- you mentioned vote, what do you feel about voting to come to a decision?)
Er, not really uhm, really excited about that, I just think if, if we come to a vote uhm, which I don't believe we have come to that at this stage er, but if it, but if it comes to, to that than I think maybe that thing needs to be shelved for a little while and decided on at a later stage uhm, rather lets discuss it and come to consensus rather than imposed on people, but er, sometimes there are times that you have to decide on something and ultimately uhm, I think its, we are the guide to the headmaster and ultimately the head's head is going to be on the block, so there, there are times where his going to have to just say well, this is what we've decided. Uhm, to mention the vote, I can't actually think of an instance that we actually have used it, er, in the SMT here.

11. What is the relationship between the SMT and the rest of the staff?

Uhm as I mentioned before, its something that's pretty new, uhm in my 10 years that I've been here, so uhm, and that, here uhm, previously it wasn't very, SMT wasn't very active, uhm, part of the school, er, I think there were like, two members that were in actual fact were, uhm, but I think its, its you know its really growing and getting, getting there.

12. What opportunities exist at your school to develop SMT members?

Uhm, er, I suppose that that would be answered by the fact that we, we in the the new, new phase, uhm, and that's, it is developing there, there are opportunities, the school is going on a course, early next term, or late next term anyway, er, so hopefully there will be growth within that and obviously through the learning experienced as I've mentioned before. If we are developing, and hopefully with time and obviously your input as well, I think that was one of the reasons we were keen for you to come and er and make an assessment as well, so we can only learn from that.

13. What teams or committees do you have at your school? How actively are your SMT involved in these committees?

Well er, er, we have the subject, the subject teams, er, uhm, there are all the sports teams uhm, the controller of the different areas there, er, and the whole structure is you know uhm, used, as uhm, the SMT is basically the controlling factor of, of all the other teams, that are, that are run within the school er, whether it's the governing body, whether its uhm, you know the subject areas, the sport areas, the cultural areas etc. etc.

14. IN what way is your SMT accessible to all stakeholders?

I think through the different members, I think uhm, you know, each member is involved in different areas within the school, there is a little bit of a problem, that uhm those members are maybe in certain er, and that that maybe should be a little bit more of a spread, uhm you know, there seem to be people at in the higher er grades and in the very low grades that maybe somebody in-between would actually make it a little bit better and the headmasters very open to, has a very open door policy, which er, I think makes its very accessible, accessible, for any member of the staff to actually go and er talk to him, er, his very approachable and er obviously he is the top, well the head of the SMT, so you can have access to him than you uhm, more than half way there

Do your parents know who the SMT members are?

I, I would uhm, surmise that, that they've got an inkling but I don't think they uhm, as I said earlier, its something pretty new,

15. Do you feel that all stakeholders can approach you and your SMT in trust? Why?

Er, I think so, uhm, if we look at, geared er, the election of the governing body er I think, it er reflects a confidence in a lot of those people that are uhm on the SMT

16. What role do you expect your principal to play in your SMT? Question would change to; what role do you feel is expected of as part of the SMT, when interviewing principal.

I er, I think that he should, er, share the, chair the meetings, he should give direction, er, he should be a positive input, uhm, and keep it er, on the business and er uhm give it direction

(Clyde – When do you normally have your SMT meetings regulated?)
Er, its er, once a week, we meet on Thursday, er, after second break for a double period.

17. If there is anything you would like to change in your SMT, what would it be and why?

Well er, more experience, more definition of our roles, uhm, you know, who's got what portfolio. I think, er, you know that will come with time and er, that we can be more productive in what we are doing

18. Is there any other issue you would like to add about your SMT operate?

We've basically touched on, you know that we need to uhm, develop it and er work at it and only with time will it really become what we really want it to become

INTERVIEWEE 6H (S)

1. Does your school have a vision and mission statement? If yes ask the following; who were involved in crafting the vision and mission statement? How was it developed "If no, ask whether the respondent feel that it is important and who should be involved.

Yes, we do. It was the whole staff and than we had a committee that er, got together, took all that together and um, formulated it and than brought it back to the whole staff and er, backwards and forwards and backwards and forwards until we were all satisfied, than it was brought to the SMT, for final arrangement on the piece of paper to see if it was perfect.

2. How does your SMT go about in engaging other stakeholders in realizing the school's vision?

Er, everybody has their task to do, and er, you are there to help them, or to supervise, or to bring uhm, their problems or there uhm, their visions to the notice of the SMT

3. What do you understand to be the roles of the SMT?

OK, the role of the SMT, is to, obviously are the leaders, to show um, to formulate new ideas, to keep everything on track, um, and to hold, uphold the name of the school, I would say that is the role of the SMT

4. Does each of the SMT have a specific role and are these roles clearly defined and in writing?

Not as yet, as we are we're still gong to do that, Mr. X has said that he would like us to do that, he would like to give us each an area of the school that he would like to um, give to us, but everybody obviously has a place already for instance I'm head of the foundation phase, and a few others are like that to

5. What mechanisms are in place to assure that you perform these roles satisfactory?

Well everybody is accountable, so if it, if something goes wrong, er u will be accountable for that

6. What is the difference between your role as a SMT and that of the SGB?

The SGB is the?

(Clyde) school governing body

Yes obviously, the SGB is er, teachers that have been um voted on to it plus non teaching staff that have been voted on to it plus parents, so that is the SGB the other one is just teachers on the staff

(Clyde) what's the diff between your roles?

Well, namely the SGB is more um global um governing of the school for instance, er, financial, all to do with er, things with the er lawyers and um, maybe um buildings that are our, it was like that before, I don't know if they changed it because I'm not on it again this time

7. How do you and your SMT go about establishing policies, e.g. Language, admission, etc. for your school?

I always go back to the grade or the department so every, the whole school is divided into grades or departments, and if we have something that we um, want the school to decide on, we go back to our grades or departments, ask them to give their input and than it comes back to the SMT and than we decide to tell the, after we're decided, we tell the, the staff, what we've decided from their input

8. What do you understand by quality assurance?

- **Whole school Evaluation**
- **Development appraisal**
- **Performance Management**

Quality insurance um… making sure that, not to sure about this one, er Quality. In what respect are we talking about of Quality insurance

(Clyde) Quality Assurance
Assurance

If you doesn't know it doesn't matter

Oh, Quality assurance., I'm not to sure, maybe it would be um, the quality that u, the output of the school must be of quality and not just any level, I would imagine, I'm not to sure about the one (laughs)

(Clyde) there's no right or wrong

9. What do you think are essential ingredients for an effective team?

Obviously you have to work together, you have to know each other, you must understand each other, you also have to um, consider each other as well, um, ja I would say that's the most important thing

10. How do you and your SMT go about making decisions as an SMT?

Mostly, it is brought to the SMT and than, if it needs to go to the staff, it goes, otherwise we decide in our SMT meetings, what the decision is, we all have a say and than the majority, whatever it is, we probably, we don't actually put up our hands, we actually decide, yes I like it, yes, yes, yes, ok the majority of us like it, if u don't like it, do u mind if we go this way? It goes around like that, we don't actually vote on it

(Clyde) but it is the same

Its more or less the same as voting but everyone has their say and er, if you don't really like it, you will say, you will have your say, you're allowed to have your say

(What's your personal feeling about voting?)
Everybody having their say I think and um, I think, sometimes voting's not always quite right, I think you have to say ok we'll go a way, a little bit this way because of that person doesn't believe in that and decide in that way as well, consider everybody's view

11. What is the relationship between the SMT and the rest of the staff?

It is very good, because we are actually involved in all those departments, we are, we are actually under other people as well for instance, I have a grade head in my grade, I'm not the grade head, so I have to listen to the grade head as well, so I think its quite a good relationship that we have with the rest of the staff, there are so many because, everybody is, we, we like to make everybody a leader, so in every sphere of the school, it might be say for instance a learning area head, learning area heads are not people from the SMT there mite be one person from the SMT, so they will lead that area, learning area head it is not a HOD, it is not grade head, it us just a normal teacher, it could be, so everybody cold be somebody in some area especially in the field that they would like to be in we also don't put it upon a person, we ask them, if they don't offer their services, services, we actually go to them and say would u mind doing this, if they don't want to do it, that fine, we'll fined somebody else, but we actually, first ask them to offer their services, if the don't offer their services, we'll pinpoint somebody and than ask them, because sometimes people r shy about coming forward, so um, they don't offer, but if u ask them they'll feel good about themselves and than they'll say yes I'll do it for you, that is what we have found in, um recently

12. What opportunities exist at your school to develop SMT members?

As I've said Mr. X still hasn't given us a portfolio, at the moment cause we still developing this but in the school there are so many teams like um, er, for instance, there's a sport head and each, each head has a head of there sport and there's a cultural head is in charge of all the culture and say the art person has a person in charge of her, we have a lot of people involved in that, and um, so we haven't really decided yet, whose in charge of culture and sport, and er, or, whatever, but its still going to come, yes, all of them, somewhere along the line we are all active there's no one sitting lazy.

13. What teams or committees do you have at your school? How actively are your SMT involved in these committees?

Everybody knows who they are, and er, they know we have a meeting on a Thursday, so if they have got something that they would like us to bring up, they are welcome to do that and um, we have a staff meeting Tuesday mornings and a Friday afternoon, so, er those points can also be brought up there and ask if the SMT would, er, like to discuss them or please could they discuss them, so at anytime they could do that, either bring it to the notice of one of the members or to Mr. X, the principal and than come to the uhm, meeting with that.

(Clyde – Your parents know who the SMT of the school are?)
Uhm, I not sure if they have been told, who the SMT is but I think they have been told, who the SMT is but I think they do know who the seniors are, they see us at assembly's and those sort of things, whoever is in charge of that, they'll probably know.

(Clyde – But you weren't officially introduced.)

No, no, because also your letterheads that go out you always have your name at the bottom, head of department or something like that, so they know who is in charge in the different areas, er, the SMT's just a small group of people the grade heads are actually, have just about as much power as the SMT's because they actually when the school is so big, each grade has 5 er grade, er, classes, so if you go to a small school that would be a whole department , so actually as grade heads they are just as important and they will decide on some decisions just in, as a second level of the SMT.

14. IN what way is your SMT accessible to all stakeholders?

In trust? I think so, they know that I'm not, er, if they say something to me, I would not just go and tell everybody and uhm, I have there, there er, what do you call it? There interest at heart, I'm sure they would know that.

16. What role do you expect your principal to play in your SMT? Question would change to; what role do you feel is expected of as part of the SMT, when interviewing principal.

Role?

As a leader and he needs to guide us, he needs to have his, a goals for his school which he needs to show it to us and also to get us to go into what he believes in as well see if we are on the same level as him, uhm, he needs to be seen, he needs to uhm, set an example, and uhm ja I think the head of the school is very important.

17. If there is anything you would like to change in your SMT, what would it be and why?

Change?

Uhm,……oh, what uhm would I like to change, I'd like to see, more senior ladies uhm on, my staff, the senior management is mainly men on the senior primary side and then the foundation phase is just ladies, so I would actually, like to see more ladies on the senior management although there are grade heads that are ladies, so there, at that level there are, but not actually at the senior management SMT.

18. Is there any other issue you would like to add about your SMT operate?

Uhm, what would I like to say? I'd like to say I'm very excited about this prospect because it's a new thing in our school and uhm, we've been formulating it since last year and so uhm, its very exciting, its quite challenging because your taken to use this as your task, your got to go and do it, your got 101 other things to do which you had before and now all of a sudden, you've got a few more things to do which we know we're still going to be getting, so at times, you need to know that you must have enough admin, to actually do that admin stuff that you need to do