

The Effects of Assessment Training and Curriculum Supervision on SMT's Job Performance at Maluti District, Eastern Cape

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ABSTRACT The absence of training as a prerequisite for aspiring SMT members has set the researcher's mind thinking about how school management teams (SMTs) get trained for their jobs, and how they, in turn, do train those directly under their supervision. Hence, this study examines the effects of assessment training and curriculum supervision on SMT's job performance. The study adopted correlational survey research design. Simple random sampling technique was used to select the participants. Self-structured questionnaires were validated and used to elicit information from the respondents. The findings revealed among others that curriculum assessment training is of no effect on SMT's jobs as curriculum assessors, most participants do not design grid analyses for assessment/measurement units that they let learners write. It was concluded that curriculum assessment training is a dearth of knowledge of the whole organisational policy, and as a result most SMTs cannot implement it.