

Title: A STUDY OF THE MANAGEMENT OF THE COMMON TASKS FOR ASSESSMENT (CTA) INSTRUMENT AT SELECTED SECONDARY SCHOOLS IN GAUTENG

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Summary

Educators' understanding of policy and related concepts differed widely. Educators still needed training. The positive aspects of the CTA Instrument were: it was comprehensive and appropriate for sampling learner achievement and moderating assessments. The negative aspects were: the Programme Organisers, the content, microinvestigation, formal writing and the non alignment of outcomes for Section A and B. Implementation varied because schools received conflicting instructions from districts. Inadequate resources and no libraries in schools affected implementation. In self managing schools, the SMTs carried large workloads. Decision-making and delegation was unsatisfactory. Management and leadership styles varied. Management challenges were: poor teaching and learning, commitment; staff instability; administration, registration, poor competence, and discipline. SMTs could not assist educators. Training was unsatisfactory because the courses offered were not needs related. Learners performed better in Section A than Section B. Formal writing component brought down the marks of a number of learners. Moderation was a farce.

Key words: management, leadership, implementation, assessment, Learning Programme: Language, Literacy and Communication: English Primary language, Grade 9, Common Tasks for Assessment, external examination, learner performance, training and development, Gauteng.