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**APPENDIX A: QUESTIONNAIRE FOR CLUSTER-CENTRE PRINCIPALS AND SATELLITE SCHOOL PRINCIPALS**

*The purpose of this questionnaire is to collect information from school managers on the implementation of cluster-based school management in Namibian primary schools. In particular, the questionnaire is intended to collect information on how cluster-centre principals and satellite school principals perceive the implementation of cluster-based school management and whether in their experiences cluster-based management has brought improvements in the quality of teaching. The information provided will be treated with absolute confidentiality and will only be used for the purpose of this research.*

**PART A: PARTICIPANT INFORMATION**

Education Region: -----

Cluster centre: -----

School: -----

**PLEASE TICK (✓) THE APPROPRIATE OPTION**

1. Age

21 – 30	
31 -40	
41 – 50	
51 – 60	

2. Gender

Male	
Female	

3. Educational Qualifications

Less than grade 12 + 2 years of tertiary education	
Grade 12 + 2 years of tertiary education	
Grade 12 + 3 years of tertiary education	
Grade 12 + 4 years of tertiary education	
Grade 12 + 5 years of tertiary education	

4. Job Status

Cluster centre principal	
Satellite school principal	

5. Years of school management experience

1 – 5 years	
6 – 10 years	
11 – 15 years	
16 – 20 years	
> 21 years	



6. School geographical location

Urban	
semi-urban	
Rural	

7. Years of implementation of cluster-based school management

0 – 2 years	
3 – 4 years	
5 – 6 years	

8. Cluster condition

Under-resourced	
Resourced	
Well-resourced	

9. Have teachers in your school received professional support through cluster-based school management?  
Yes /No

If No, explain why they have not received professional support through cluster-based school management:

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**PART B: SCHOOL PRINCIPALS' PERCEPTIONS OF THE IMPLEMENTATION CLUSTER-BASED SCHOOL MANAGEMENT**

*This part requires you to rate the extent to which cluster-based school management has been implemented in your school/cluster. The part contains three items of each of the eight dimensions of cluster-based school management. Please tick (✓) the numeral that best reflects your response on each statement, using the rating scale under each statement.*

1. Please rate the extent to which cluster-based school management fosters **shared and collaborative leadership**:

a. In this cluster, school managers, teachers and parents collaborate in managing school activities.

To large extent	To some extent	To very limited extent	Never
3	2	1	0

b. In this cluster, tasks and responsibilities are delegated among satellite schools.

To large extent	To some extent	To very limited extent	Never
3	2	1	0

c. Principals and teachers in my cluster work as a team.

To large extent	To some extent	To very limited extent	Never
3	2	1	0

2. Please rate the extent to which cluster-based school management fosters **competent leadership**:

a. Cluster-centre principals and satellite principals are prepared for their roles and responsibilities in cluster-based school management.

To large extent	To some extent	To very limited extent	Never
3	2	1	0



- b. Cluster-centre principals and satellite school principals receive professional support in facilitating and managing change.

To large extent	To some extent	To very limited extent	Never
3	2	1	0

- c. Cluster-centre principals and satellite school principals receive ongoing training in collaborative decision-making, problem solving and delegation.

To large extent	To some extent	To very limited extent	Never
3	2	1	0

3. Please rate the extent to which cluster-based school management promotes **teacher participation** in school decisions:

- a. Teachers are involved in decision-making processes.

To large extent	To some extent	To very limited extent	Never
3	2	1	0

- b. Teachers' knowledge and experience are included in key school decisions.

To large extent	To some extent	To very limited extent	Never
3	2	1	0

- c. School managers and teachers work together to improve school programs.

To large extent	To some extent	To very limited extent	Never
3	2	1	0

4. Please rate the extent to which cluster-based school management promotes **teacher collective planning**:

- a. Teachers collaborate in interpreting school syllabi.

To large extent	To some extent	To very limited extent	Never
3	2	1	0

- b. Teachers compile common schemes of work.

To large extent	To some extent	To very limited extent	Never
3	2	1	0

- c. Teachers collaborate in designing teaching and learning activities.

To large extent	To some extent	To very limited extent	Never
3	2	1	0

5. Please rate the extent to which cluster-based school management fosters **teacher collegiality**:

- a. In this cluster, teachers work in a supportive environment.

To large extent	To some extent	To very limited extent	Never
3	2	1	0

- b. Teachers share ideas and are open to one another.

To large extent	To some extent	To very limited extent	Never
3	2	1	0

- c. In this cluster, teachers' morale and confidence in teaching is boosted as they work together with colleagues.

To large extent	To some extent	To very limited extent	Never
3	2	1	0

6. Please rate the extent to which cluster-based school management fosters **resource sharing** among satellite schools:

- a. Teachers from different satellite schools share teaching and learning materials.



To large extent	To some extent	To very limited extent	Never
3	2	1	0

b. Under-resourced schools benefit from other resourced schools within cluster.

To large extent	To some extent	To very limited extent	Never
3	2	1	0

c. Cluster centres are equipped with additional facilities to allow resource sharing in the cluster.

To large extent	To some extent	To very limited extent	Never
3	2	1	0

7. Please rate the extent to which cluster-based school management fosters **supervision and support**:

a. Cluster-centre principals visit and offer support to satellite schools.

To large extent	To some extent	To very limited extent	Never
3	2	1	0

b. Subject facilitators monitor, supervise and support teachers.

To large extent	To some extent	To very limited extent	Never
3	2	1	0

c. Schools identify their own training needs to improve teaching and learning.

To large extent	To some extent	To very limited extent	Never
3	2	1	0

8. Please rate the extent to which cluster-based school management supports **localised teacher development**:

a. Teachers learn new teaching skills during cluster-based subject meetings.

To large extent	To some extent	To very limited extent	Never
3	2	1	0

b. Cluster-based subject meetings increase teachers' understanding of content and how learners learn that content.

To large extent	To some extent	To very limited extent	Never
3	2	1	0

c. There is follow up support for teachers to master new teaching strategies and integrate them in their classroom practices.

To large extent	To some extent	To very limited extent	Never
3	2	1	0

9. Do you think cluster-based subject meetings have changed teachers' classroom practice? Please explain:

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**PART C: PERCEPTIONS OF SCHOOL PRINCIPALS ON HOW CLUSTER-BASED SCHOOL MANAGEMENT COMMITTEES ARE ORGANISED**

*This section requires principals to provide information on how cluster-based school management committees are organised in their cluster.*

**PLEASE TICK (√) THE APPROPRIATE OPTION**

1. How often do you attend Circuit Management Committee?

Twice a term	Once a term	Not at all
--------------	-------------	------------



2. How often does Cluster Management Committee in your cluster meet?

Twice a term	Once a term	Not at all
--------------	-------------	------------

3. How often does cluster-centre principal provide training to satellite school principals?

Twice a term	Once a term	Not at all
--------------	-------------	------------

4. How often does cluster-centre principal visit satellite schools?

Twice a term	Once a term	Not at all
--------------	-------------	------------





**APPENDIX B: QUESTIONNAIRE FOR LOWER PRIMARY TEACHERS**

*The purpose of this questionnaire is to collect information about teachers' perceptions on the implementation of cluster-based school management in Namibian primary schools. In particular, the questionnaire is intended to collect information on how lower primary teachers perceive the implementation of cluster-based school management and whether in their experiences, cluster-based school management has brought improvement in the quality of teaching and learning. The information provided will be treated with absolute confidentiality and will only be used for the purpose of this research.*

**PART A: PARTICIPANT INFORMATION**

Education Region: -----  
Cluster centre: -----  
School: -----

**PLEASE TICK (✓) THE APPROPRIATE OPTION**

1. Age

21 - 30	
31 -40	
41 - 50	
51 - 60	

2. Gender

Male	
Female	

3. Educational Qualifications

Less than grade 12 + 2 years of tertiary education	
Grade 12 + 2 years of tertiary education	
Grade 12 + 3 years of tertiary education	
Grade 12 + 4 years of tertiary education	
Grade 12 + 5 years of tertiary education	

4. Years of teaching experience

1 – 5 years	
6 – 10 years	
11 – 15 years	
16 – 20 years	
> 21 years	

5. School geographical condition

Urban	
semi-urban	
Rural	

6. Years of implementation of cluster-based school management

0 – 2 years	
3 – 4 years	
5 – 6 years	

7. Cluster condition

Under-resourced	
Resourced	
Well-resourced	

8. Have you received professional support through cluster-based subject meetings?  
Yes/ No

If No, explain why you have not received professional support through cluster-based subject meetings:

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**PART B: TEACHERS' PERCEPTIONS OF CLUSTER-BASED SCHOOL MANAGEMENT**

*This part requires you to rate the extent to which cluster-based school management has been implemented in your school cluster. The part contains three items on each of the eight dimensions of cluster-based school management. Please tick (✓) the numeral that best reflects your response on each statement, using the rating scale under each statement.*

1. Please rate the extent to which cluster-based school management fosters **shared and collaborative leadership**:

a. In this cluster, school managers, teachers and parents collaborate in managing school activities.

To large extent	To some extent	To very limited extent	Never
3	2	1	0

b. In this cluster, tasks and responsibilities are delegated among satellite schools.

To large extent	To some extent	To very limited extent	Never
3	2	1	0

c. Principals and teachers in my cluster work as a team.

To large extent	To some extent	To very limited extent	Never
3	2	1	0

2. Please rate the extent to which cluster-based school management fosters **competent leadership**:

a. Cluster-centre principals and satellite principals are prepared for their roles and responsibilities in cluster-based school management.

To large extent	To some extent	To very limited extent	Never
3	2	1	0

b. Schools managers receive training in facilitating and managing change.

To large extent	To some extent	To very limited extent	Never
3	2	1	0

c. School managers receive ongoing training in collaborative decision-making, problem solving and delegation.

To large extent	To some extent	To very limited extent	Never
3	2	1	0

3. Please rate the extent to which cluster-based school management promotes **teacher participation** in school decisions:

a. Teachers are involved in decision-making processes.

To large extent	To some extent	To very limited extent	Never
3	2	1	0

b. Teachers' knowledge and experience are included in key school decisions.



To large extent	To some extent	To very limited extent	Never
3	2	1	0

- c. School managers and teachers work together to improve school programs.

To large extent	To some extent	To very limited extent	Never
3	2	1	0

4. Please rate the extent to which cluster-based school management promotes **teacher collective planning**:

- a. Teachers collaborate in interpreting school syllabi.

To large extent	To some extent	To very limited extent	Never
3	2	1	0

- b. Teachers compile common schemes of work.

To large extent	To some extent	To very limited extent	Never
3	2	1	0

- c. Teachers collaborate in designing teaching and learning activities.

To large extent	To some extent	To very limited extent	Never
3	2	1	0

5. Please rate the extent to which cluster-based school management fosters **teacher collegiality**:

- a. Teachers work in a supportive environment.

To large extent	To some extent	To very limited extent	Never
3	2	1	0

- b. In this cluster, teachers share ideas and are open to one another.

To large extent	To some extent	To very limited extent	Never
3	2	1	0

- c. Teachers' morale and confidence in teaching is boosted as they work together with colleagues.

To large extent	To some extent	To very limited extent	Never
3	2	1	0

6. Please rate the extent to which cluster-based school management fosters **resource sharing** among satellite schools:

- a. Teachers from different satellite schools share teaching and learning materials.

To large extent	To some extent	To very limited extent	Never
3	2	1	0

- b. Under-resourced schools benefit from other resourced schools within cluster.

To large extent	To some extent	To very limited extent	Never
3	2	1	0

- c. Cluster centres are equipped with additional facilities to allow resource sharing in the cluster.

To large extent	To some extent	To very limited extent	Never
3	2	1	0

7. Please rate the extent to which cluster-based school management fosters **supervision and support**:

- a. Cluster-centre principals visit and offer support to satellite schools.

To large extent	To some extent	To very limited extent	Never
3	2	1	0

- b. Subject facilitators monitor, supervise and support teachers.

To large extent	To some extent	To very limited extent	Never
3	2	1	0

c. Schools identify their own training needs to improve teaching and learning.

To large extent	To some extent	To very limited extent	Never
3	2	1	0

8. Please rate the extent to which cluster-based school management supports **localised teacher development**:

a. Teachers learn new teaching skills during cluster-based subject meetings

To large extent	To some extent	To very limited extent	Never
3	2	1	0

b. Cluster-based subject meetings increase teachers' understanding of content and how learners learn that content.

To large extent	To some extent	To very limited extent	Never
3	2	1	0

9. There is follow up support for teachers to master new teaching strategies and integrate them in their classroom practices.

To large extent	To some extent	To very limited extent	Never
3	2	1	0

10. Do you think cluster-based subject meetings have changed the way you teach now?  
Please explain:

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**PART C: TEACHERS' PERCEPTIONS OF HOW CLUSTER-BASED SCHOOL MANAGEMENT COMMITTEES ARE ORGANISED**

*This part requires you to provide your opinions on how cluster-based committees are organised in your cluster.*

**PLEASE TICK (✓) THE APPROPRIATE OPTION**

1. How often do you hold Cluster-Based Subject meetings?

Twice a term	Once a term	Not at all
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2. How often do you hold Examination Committee meetings?

Twice a term	Once a term	Not at all
--------------	-------------	------------

## APPENDIX C: CLUSTER SUBJECT MEETING OBSERVATION GUIDE

*The guiding questions were used to assist the researcher to document activities carried out during cluster subject meetings.*

Education Region: -----

Cluster Centre: -----

Date of visit: -----

Visit No: -----

1. In what activities are the teachers engaged in?
2. How are the activities organised
3. What resources are used in these activities and how are they allocated?
4. How do the teachers relate to one another?
5. What do the teachers do or say to one another?
6. What verbal and nonverbal language do they used for communication?
7. What is the content of their conversations?
8. Why does the group operate as it does?
9. What meanings do teachers attribute to what they do?

*Adopted from: LeCompte M. & Preissle J. 1993: 199-200*

## APPENDIX D: TEACHERS' PERCEPTIONS OF THE EFFECTS OF CLUSTER-BASED SCHOOLMANAGEMENT ON TEACHING PRACTICES

*The purpose of this schedule is to elicit information on teachers' perceptions of the implementation of cluster-based school management and whether from their experiences, the change in school management has brought change in their teaching practices.*

Teacher Name: ----- Gender: -----

Age: ----- School: -----

Teacher Qualifications: -----

Years of Teaching Experiences: -----

Years of Professional Training: -----

1. How long have you been teaching at this school?
2. How long have you been teaching lower primary phase?
3. What grade (s) do you teach and how have you been teaching in this grade?
4. What change in school management have you experienced in the past four years?
5. What do you know about cluster-based school management?
6. Do you think cluster-centre principal work together with your principal to support improve your classroom practice?
7. Do you think cluster-centre principal and principals are trained to support cluster subject meetings? Please explain.
8. How does your interaction with teachers from other schools change the way you teach? Please explain.
9. During cluster subject meetings, do you share good teaching practice and teaching resources with other teachers? Tell me more how you share good practices and resources? Have these resource improved you teaching practice? Please explain.
10. Do you think you receive regular support from subject/cluster facilitator? Please explain.
11. Is there any follow up support for you at classroom level after cluster subject meetings?
12. What has you learned from cluster subject meetings that have changed the way you teach? Please give an example of an aspect of your teaching practices that has improved as a result of attending of cluster subject meetings?
13. What changes have you noticed in learners' performance since the introduction of cluster-based school management?
14. What encourages you to attend cluster subject meetings?
15. What discourages you to attend cluster subject meetings?

16. Based on your experience, what would you say are the strengths of cluster-based school management? What about the weaknesses?

## APPENDIX E: CLASSROOM OBSERVATION GUIDE

*The purpose of this guide is to obtain first hand data on what teachers actually practice in classrooms in relation to what they shared and discussed during cluster subject meetings.*

Education Region: .....

Cluster: .....

School: .....Rural: ..... Urban: .....

Grade: .....

Teacher: .....

Subject: .....

Date of visit: .....

Visit No: .....

1. How does the teacher interact with learners?
2. How do learners respond to teacher instruction?
3. What teaching strategies does the teacher use to enhance learning in this learning area (subject)?
4. How does the teacher assist learners to make connections between what they already know and new material?
5. How does the teacher engage learners in higher order thinking in this leaning area?
6. What teaching materials and resources does the teacher use to support learning in this learning area?
7. What teaching strategies and materials does the teacher use to support learners understood the relationship between learning areas?
8. How does the teacher adapt instruction to the variations in learners' abilities in this learning area?



## **APPENDIX F: DOCUMENT ANALYSIS GUIDE**

*Documentary analysis can identify issues for further investigation and provide evidence of change or no change to support respondents' perceptions on the implementation of cluster-based school management.*

The following documents were analysed for this purpose:

1. School clustering policy document
2. Minutes of cluster-based management committee and cluster-based subject meetings
3. Training Manual for Cluster Centre Principals

The documents were analysed based on the following guiding questions:

1. What theory of action underpins cluster-based school management?
2. What does this document say about the actual implementation of cluster-based school management?
3. What does this document say about the key problems recorded during the implementation of cluster-based school management?
4. What does this document say about the key successes recorded during the implementation of cluster-based school management?
5. Is there evidence in this document to show that teachers have been professionally supported under cluster-based school management?

## APPENDIX G: FOCUS GROUP DISCUSSION GUIDE

*The purpose of this guide is to elicit information and insights on the effects of cluster-based school management of teaching practices of teachers.*

Cluster:

Date:

1. What change in school management have you experienced in the past four years?
2. What do you know about cluster-based school management?
3. Are you involved in planning and preparation for cluster-based subject group activities? Please explain.
4. Do you carry out activities in a collaborative way during cluster-based subject meetings? Does this collaborative effort improve your classroom practice?
5. Do you think you receive regular support from the subject facilitator? Please explain.
6. How does your interaction with teachers from other schools change the way you teach? Please explain.
7. During cluster-based subject meetings, do you share good teaching practice and teaching resources with other teachers? Have this resource sharing improved your classroom practice? Please explain.
8. Is there any follow up support for you at classroom level after cluster-based subject meetings?
9. What have you learned from cluster-based subject meetings that has changed the way you teach?
10. Based on your experience, what would you say are the strengths of cluster-based school management? What about the weaknesses?

## **APPENDIX H: SCHOOL INSPECTOR INTERVIEW GUIDE**

*This semi-structured interview guide is designed to elicit information on the perceptions of circuit-inspectors on the implementation of cluster-based school management.*

Name:

Circuit:

Professional qualifications:

Years of Management Experience:

1. How did the school clustering process take place in your circuit?
2. What was your role during the clustering process?
3. What was the role of the BEP project in the clustering process?
4. What roles and responsibilities were assigned to you, CCP and satellite school principals?
5. How was the CCP appointed?
6. How did the CCP feel about the added responsibilities?
7. How did the resourced schools respond to the clustering process?
8. How did the satellite schools respond to the clustering process?
9. How did you facilitate the collaboration/cooperation among schools?
10. What kind of support do you provide to CCP and satellite school principals?
11. Do you think the clustering process has improved the management of weak schools?
12. Do you think the clustering process has improved the relationship between schools?

## APPENDIX I: SATELLITE SCHOOL PRINCIPAL INTERVIEW GUIDE

*This semi-structured interview guide is designed to elicit information on the perceptions of satellite school principals on the implementation of cluster-based school management.*

Name:

School:

Cluster:

Professional Qualifications:

Years of Management Experience:

1. How long have you been a principal at your school?
2. What do you know about cluster system?
3. What is your experience of being a principal in your cluster?
4. How are the activities in your cluster planned and organised?
5. Are you involved in managing cluster activities? What about teachers and parents?
6. What support do you get from the cluster-centre principal?
7. What support do you provide to your teachers to improve their teaching practices?
8. What are your suggestions for improving the management of the cluster?

## APPENDIX J: CLUSTER CENTRE PRINCIPAL INTERVIEW GUIDE

*This semi-structured interview guide is designed to elicit information on the perceptions of centre-centre principals on the implementation of cluster-based school management.*

School:

Cluster:

Professional Qualifications:

Years of Management Experiences:

1. How long have you been a principal at your school?
2. How long have you been a cluster-centre principal?
3. How do you plan and organise cluster activities?
4. How do you involve the satellite school principals in the management of cluster activities?
5. Do you involve teachers and parents in managing cluster activities? Please explain
6. What kind of support did you receive for managing cluster activities?
7. How often do you visit and offer support to satellite school principals?
8. What professional development support do you provide to teachers in your cluster?
9. What do you consider as strengths of the cluster system? What about the shortcomings?
10. What are your suggestions for improving the management of cluster?

## APPENDIX K: A SAMPLING FRAME FOR SELECTING SAMPLE SCHOOLS USING A SIMPLE RANDOM SAMPLING (SRS)

SRS	SCHOOL	SRS	SCHOOL	SRS	SCHOOL	SRS	SCHOOL	SRS	SCHOOL	SRS	SCHOOL	SRS	SCHOOL
001	Tamariskia PS	026	Otjiu PS	051	Ruiters PS	076	Pally C. PS	101	Immanuel R. PS	126	Witkop PS	151	St. Matthias PS
002	Mbilajwe PS	027	Otjerunda PS	052	Otjapitjapi PS	077	Versteende PS	102	Atlantic PS	127	#Aon//Ob PS	152	Adam S. PS
003	Mahundu PS	028	Samudono PS	053	Otjondeka PS	078	W. Borchard PS	103	Ubasen PS	128	Nabasib PS	153	Helene van Rhjin PS
004	Mulumba PS	029	Lyashulu PS	054	Otjikoto PS	079	Brandberg	104	Mariental PS	129	Klein-Aub PS	154	Diaz PS
005	Witkrans PS	030	Ngweze PS	055	Kephas Z. PS	080	PS!O#Gab PS	105	Swakopmun d PS	130	St. Patrick's PS	155	Nautilus PS
006	Schlip PS	031	Kameru PS	056	Otjetjekua PS	081	Narraville PS	106	Jakob S. PS	131	Witkrans PS	156	Khoichas E.C.C. PS
007	Ngoma PS	032	Kamanjab PS	057	Hungua PS	082	Kandunda Kaseta PS	107	Namalumbi PS	132	Masikili PS	157	Kaitsi IGubeb PS
008	Isuswa PS	033	Edward Garoeb PS	058	Mubiza PS	083	Duinesig PS	108	St. Konrad PS	133	J.TL. Beukes PS	158	Marmar PS
009	D.D. Guibeb PS	034	Outjo PS	059	Okorosave PS	084	Flamingo PS	109	Aranos PS	134	Petrus V. PS	159	Blouwees PS
010	Makolonga PS	035	D.F. Uirab PS	060	Ivilivinzi PS	085	Coi PS	110	Cambridge PS	135	Mattheus H. PS	160	Lukas F. PS
011	Namib PS	036	Musaso PS	061	Grootberg PS	086	A.M.E. Community PS	111	Salmon B. PS	136	Mazoba PS	161	St. Joseph PS
012	Ngonga PS	037	Queen S. PS	062	Ongongo PS	087	Oukongo PS	112	Danie J. PS	137	Usib PS	162	De Sales PS
013	Otjitanda PS	038	St. Michaels PS	063	Lubuta PS	088	Otjimbwingwe PS	113	Stampriet PS	138	Origo PS	163	Vaalgrans PS
014	Kaoko-O.PS	039	Jack F. PS	064	Etanga PS	089	Ovihitua PS	114	Sonop PS	139	Tsumis Farm	164	Karasburg PS
015	Impalila PS	040	Bitto PS	065	Sangwali PS	090	Ozondati PS	115	N. Mutschuana PS	140	Ruimte PS	165	Michel D. PS
016	Walvisbay PS	041	Frans F. PS	066	J.P. Brand PS	091	Kronlein PS	116	Mpukano PS	141	Ariamsvlei PS	166	Geduld PS
017	Ondao PS	042	Omatjete PS	067	Muketela PS	092	Warmquelle PS	117	Chinchimane PS	142	Bethanie PS	167	D.C Frederick PS
018	Malundu PS	043	Welwitschia PS	068	Opuwo PS	093	Otjihorongongo PS	118	Mukurob PS	143	Rehoboth PS	168	Nowak PS
019	Edward F. PS	044	Otjikondavirongo PS	069	Brendan Simbwaye PS	094	St. Joseph PS	119	C. Spellmeyer PS	144	J.S. Herero PS	169	J.A. Kahuika PS
020	Sibbinda PS	045	Waldfrieden PS	070	Omaruru PS	095	Headstart M. PS	120	Katora PS	145	Keetmanshoo p PS	170	Kutenhoas PS
021	P. Diergaadt	046	Abraham G. PS	071	Festus G.	096	Arandis PS	121	Kriess PS	146	Chris L. PS	171	Hoeksteen PS

	PS				PS								
022	Ndoro PS	047	Paheye PS	072	Elifas PS	097	Rossing PS	122	Okongue PS	147	Don Bosco PS	172	E.H.W. Baard PS
023	Mavuluma PS	048	Eddie B. PS	073	Otijkondo PS	098	Bukalo PS	123	Piet D. PS	148	Kalkrand PS	173	Erongosig PS
024	Sikaunga PS	049	Terrace B. PS	074	Etoto PS	099	W.M.Jod PS	124	Groendraai Ps	149	Th. F. Gaeb PS		
025	Kamwandi PS	050	Ehomba PS	075	J.W. Mouton PS	100	Vrede R. PS	125	S.C. Vries PS	150	Minna S. PS		

**MATRIX 1: CONTEXTUAL FEATURES AND DYNAMICS OF THE THREE PRIMARY SCHOOL CLUSTERS**

Cluster	Socio-economic conditions	School/classroom conditions	Characteristics of institutional cultures
Makalani	<p>The socio-economic background of teachers and learners in some schools ranges from very good to very poor. Some of the learners come from family backgrounds of artisans ranging from bricklaying, carpentry, electricians, while some learners come from family backgrounds who own livestock.</p>	<p>Most schools are resourced with strong leadership, qualified and experienced teachers. Teachers and learners come from predominant one ethnic background. Teacher-learner ratio is high to moderate. Most classrooms have enough space for learners, storage space and have enough teaching materials.</p>	<p><i>The circuit inspector:</i></p> <ul style="list-style-type: none"> <li>• has a reserve attitude towards cluster-based school management;</li> <li>• perceived no need for cluster-based school management in situation where schools have strong leadership, qualified and experienced teacher;</li> <li>• did not believe in delegating his responsibilities to cluster-centre principals;</li> <li>• accustomed to bureaucratic style of management;</li> <li>• interpreted the transfer of authority to clusters as undermining his authority over schools.</li> </ul> <p><i>School principals:</i></p> <ul style="list-style-type: none"> <li>• accustomed to authoritarian, managerial and bureaucratic approaches to management styles</li> <li>• used to report directly to the circuit inspector;</li> <li>• resisted to be under the leadership of another school; principal and continue operate on their own and still report directly to the circuit inspector even though cluster-centre principal is appointed.</li> </ul> <p><i>Teachers:</i></p> <ul style="list-style-type: none"> <li>• used to work in isolation;</li> <li>• resisted to share knowledge and expertise with other teachers in the cluster;</li> <li>• accustomed to authoritarian and bureaucratic approaches to management;</li> <li>• resisted to attend cluster-based subject meetings regularly.</li> </ul>



**MATRIX 2: TEACHERS' PERCEPTIONS OF CLUSTER-BASED SCHOOL MANAGEMENT TEACHER SUPPORT**

<b>Cluster</b>	<b>Teacher support through cluster management committee</b>	<b>Teacher support through cluster-subject group meetings</b>	<b>Teacher support through cluster subject facilitators</b>
Makalani	Teachers perceived sufficient support from their principals and no or little support from the cluster management committee	Teachers in both resourced and under-resourced schools perceived insufficient support from cluster-based subject group meetings	Cluster-subject facilitators were appointed in the cluster. The school management reform has created an extra load on the teachers who are appointed as subject facilitators. Subject facilitators could not visit all eight primary schools in the clusters and provided support at classroom level.
Hendrich	Teachers perceived sufficient support from the cluster centre principal and no or little support from their principals	Teachers in resourced schools perceived insufficient support from cluster-based subject group meetings. There are differences in perceptions among teachers in the under-resourced schools on the support provided by cluster-based subject group meetings. While some teachers perceived sufficient support from cluster-based subject group meetings, others perceived in-sufficient support from the subject meetings.	Only one facilitator was appointed in the cluster. The subject facilitator did not visit teachers, due to limited resources and her own workload. The subject facilitator chose to focus more on her workload because of lack of clarity regarding her roles and responsibilities in the implementation of the school management reform.
Otjimue	Teachers perceived support from their principals and no or little support from the cluster management committee. Teachers perceived that they have little information on how the cluster management committee functions	Teachers perceived insufficient support from cluster-based subject group meetings. Cluster subject meetings in this cluster were not held regularly or not at all due to distance and transport problems.	In this cluster, the cluster-subject facilitator is a principal whose school has limited teaching personnel. The cluster subject facilitator did not visit teachers due to limited resources and her own workload.