

effectively, the change from working in silos to working in team context was effective (fast tracked). It was clear that where the principal set the tone and conveyed the message that working in teams was not negotiable and gave staff members the opportunity to thoroughly discuss their mental models regarding this change, they eventually understood the underlying principles of working in teams.

When a *shared vision* was articulated to them, the team members were able to align their personal visions (personal mastery) with it, which then led to a greater understanding of their roles within the team (team learning) and the ability to embark on systems thinking.

Training of principals should include information regarding the implementation of the disciplines of the organisational learning framework in general, and the management of mental models regarding the changed child and youth policy in particular.

REFERENCES

- AL-SMADI, R.T., QUDAIS, M.A. & AL-OMARI, A.A. 2008. Role of Jordanian schools' leadership in transforming schools into organizational learning culture. **International Journal of Applied Educational Studies**, 2(1):13-23.
- ANNING, A., COTTRELL, D., FROST, N., GREEN, J. & ROBINSON, M. 2007. **Developing multiprofessional teamwork for integrated children's services**. England: Open University Press.
- ARANDA, E.K., ARANDA, L. & CONLON, K. 1998. **Teams: structure, process, culture and politics**. Saddle River, New Jersey: Prentice Hall.
- ARGYRIS, C. & SCHÖN, D.A. 1996. **Organizational learning II: theory, method, and practice**. Reading Massachusetts: Addison-Wesley.
- BERGH, Z.C. & THERON, A.L. 2005. **Psychology in the work context** (2nd ed). Cape Town: Oxford University Press.
- BLOOR, M., FRANKLAND, J., THOMAS, M. & ROBSON, K. 2002. **Focus groups in social research**. London: Sage Publications.
- BRENDTRO, L.K., BROKENLEG, M. & VAN BOCKERN, S. 2002. **Reclaiming youth at risk: our hope for the future** (rev ed). Bloomington IN: Solution Tree.
- CANADIAN HEALTH SERVICES RESEARCH FOUNDATION. 2006. **Teamwork in healthcare: promoting effective teamwork in healthcare in Canada**. Policy synthesis and recommendations. [Online] Available: www.chsrf.ca [Accessed: 28/12/2007].
- CHILD, J. & HEAVENS, S.J. 2001. The social constitution of organizations and its implications for organizational learning. In: DIERKES, M., BERTOIN ANTAL, A., CHILD, J. & NONAKA, I. (eds) **Handbook of Organizational Learning and Knowledge**. Oxford: Oxford University Press: 308-326.
- CLARK, S.N. & CLARK, D.C. (eds) 2006. Achieving teaming's full potential: a leadership challenge. **Middle School Journal**, 38(2):52-58.
- CONRADIE, W. 2008. The basics of teams. **The nuts and bolts business series**. CD-Rom. Knowres Publishing.
- DEPARTMENT OF EDUCATION. 2001. Education **White Paper 6: Inclusive, Education: Special Needs Education - Building an Inclusive Education and Training System**. Pretoria: Triple CCC Advertising and Research.

