

**Education District Office Support for Teaching and Learning in
Schools: The case of two districts in the Eastern Cape**

By

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DECLARATION

I, Mzuyanda Percival Mavuso, declare that the contents of this dissertation constitute my own original work except where acknowledgement indicate otherwise and that neither the whole work nor any part of it has ever been or shall be submitted to any other institution for the purpose of obtaining a degree.

.....
Researcher's Signature

.....
Date

ABSTRACT

The idea of district support for schools is based on the view that local education offices are best placed to play a critical role in the promotion of quality teaching and learning. In performing this mandate whose characterisation has, over time, moved away from 'inspection' and 'supervision' both of which are seen as old fashioned and undemocratic, to *support*, which is seen as developmental. The aim of this study was to understand how three categories of district based officers, Subject Advisors, Integrated Quality Management System Coordinators and Education Development Officers support teaching and learning in schools.

This was a case study of two districts in the Eastern Cape Province of South Africa. A total of six district officials and four school based officials participated in this study. In-depth interviews and document analysis were carried out.

There were four main findings. First, support for schools by three district based officials was understood and practiced as administrative tasks, mainly consisting of monitoring policy implementation and monitoring resource provision to schools. School Management Teams saw district officers' visits as focussing on compliance rather than support. Second, some pedagogical support was given by Subject Advisors through training teachers in subject content and methods of teaching that subject. This was done through workshops and demonstration lessons. However Subject Advisors did not at any time observe actual classroom teaching to see if teachers were implementing what they had learnt at workshops. Third, none of the officers mentioned direct support for teaching and learning at classroom level. Visits by officials were not directly linked to influencing teaching and learning classroom level. Fourth, schools saw district officials as working in separate pockets and sometimes sending different signals to them, despite claims by district officials that inter-disciplinary meetings were held among district officials, however, the nature of the coordination and the use to which it is put remains unclear.

There were three main conclusions, first that although the district officials' visits to schools were described as support, they exhibited the trappings of technicism of inspection; supervision and control; and appeared to neglect the developmental

aspects implied in the notion of support. Second, the conception and practice of support visits by district officials were characterised by tension between support and control. Third, at district level support to schools lacked coordination among the three categories of officers who visit schools. This has implications for quality management in schools.

Given the findings and conclusions of this study; it is recommended that the issue of support for schools be the focus of a survey research for which a probability sample must be drawn in order to generate findings that are generalisable across the participating target population. Other research could focus on investigating mechanisms by which the tension between support and control can be resolved. To improve practice of a framework for the development of a coordinated district support focusing on the core business of teaching and learning is suggested.

KEY WORDS: Inspection; Supervision; Support; Monitoring; Quality; Teaching and Learning; School Effectiveness; School Improvement; Decentralisation.

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DEDICATION

This study is dedicated to my wife Nonkundla Portia Mavuso, my mother Nobelgium Victoria Mavuso, my departed father Thembile Abion Mavuso and the entire Mavuso family, OoBhungane.

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LIST OF ACRONYMS AND ABBREVIATIONS

ANC	African National Congress
CASS	Continuous Assessment
DBE	Department of Basic Education
DA	Developmental Appraisal
DDSP	District development Support Project
DSF	District Support Framework
DIP	District Improvement Plan
DSG	Development Support Group
DTT	District Task Team
DoE	Department of Education
EFA	Education for All
EDO	Education Development Officer
ECD	Early Childhood Development
ESSS	Education Social Support Services
EDMT	Executive District Management Team
FET	Further Education and Training
IFESH	International Foundation for Education and Self-Help
GET	General Education and Training
IDS&G	Institutional Development Support and Governance
PDE	Provincial Department of Education
PDCA	Plan-Do Check- Act
PM	Performance Measurement
PMG	Parliamentary Monitoring Group

SA	South Africa
SDT	Staff Development Team
SMT	School Management Team
SIP	School Improvement Plan
WSE	Whole School Evaluation

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CHAPTER 1

BACKGROUND TO THE STUDY

1.0 INTRODUCTION

World conferences on Education for All (EFA) in 1990 and 2000 (Lugaz and Grauwe 2010) gave new impetus to offering all children quality education. Different countries have adopted different strategies that seek to achieve this goal. This, among other things, means two things. One is that there should be a clear focus on teaching and learning once children are at school. The other is that central governments through their ministries of education have to develop an effective management tool which is decentralised to levels closest to the schools. One of the ways in which South Africa, like other nations of the world, has prioritised EFA goals is by establishing education districts whose function is to manage quality in schools. Over the years district mandate has been variously characterised, as 'inspection', 'supervision', and more recently, 'support'. The study focused on the role played by district officials who are charged with the responsibility of ensuring that EFA is implemented. It focussed on three categories of officers who participated in the study. They were Subject Advisors, Education Development Officers (EDOs) and Integrated Quality Management System (IQMS) Coordinators.

1.1 DISTRICT SUPPORT FOR SCHOOLS

Research (Lugaz and De Grauwe, 2010) shows that support through school visits by district based officials is a world-wide practice. In different countries district officials emphasize different aspects of support in line with the mandate that is given to them by their central government. In countries such as Senegal, Guinea, Benin and Mali district offices play the role of ensuring policy implementation. In these countries quality support

to schools is done through inspection and mandatory advice to teachers. The officials also give pedagogical evaluation of the teachers' work as well as advice. In this way teachers are seen to be engaged in continuous learning that leads to quality teaching and learning (Lugaz and De Grauwe, 2010).

In some places, such as the state of Illinois in the United State of America, education district offices are fiscal agents of the State Board of Education (Ruiz et al, 2007). In this instance education district offices serve the central ministry in matters of managing budgets and financial expenditure. They serve as fiscal and legal entities for the cooperatives for which they were established. They are referred to as administrative districts. These districts have specific functions to perform, including obtaining signed certificates; communicating grant requirements and fiscal information to the joint application participants; having a recognized bonded treasurer, whose bond is on file with the Regional Office of Education, preparing, displaying, providing notice and conducting hearings on the budget of the cooperative. They also maintain separate accounts and ledgers for the cooperative/joint agreement in accordance with the Illinois State Board (Ibid, 2007). This means that financial management at district level is seen as vital for education improvements. Ruiz et al (2007) noted that, in Illinois, education districts, as administrative institutions, act as fiscal agents for joint applications or cooperatives. It is clear that in that country, district offices are more concerned with the fiscal transactions of the State Education Board than direct teaching and learning.

Still in the United States, in Chicago, education district offices are primarily about governance and structure, not about curriculum and instruction, and they provide little assistance for school achievement (Mac Iver, 2003). Philadelphia focuses on the role of district offices as centres pursuing instructional reform and improved student achievement. District offices serve as support centres that assist schools in selecting

and implementing instructional programmes that help to improve learner achievement (Foley, 2001).

In Canada, education district offices serve as intermediaries in the relationship between the state and the schools (Mac Iver, 2003). Initially the education districts in Canada focused more on governance and leadership but as time went on, there was a paradigm shift as district offices began to concentrate on improving instruction and raising student achievement (Land, 2002 in Mac Iver ,2003).

In Kenya, there is a ministry of education which is responsible for the provision of both administrative and professional support to education at national, provincial and district level. The provision of professional support focuses on teacher training which is spearheaded by district offices and municipal education Offices in some areas. Early Childhood Development (ECD) is delegated to the municipal education office of the Municipal Council. In Kisumu, for instance, the municipal education office is also responsible for primary school education in the city. The district education office is responsible for all secondary schools in the municipality and the district, ECD programmes and primary schools lying within the district but outside the jurisdiction of the Kisumu municipality. The municipal education office and district office are housed in different locations and operate independently of each other (Maoulidi, 2008).

Two or three points can be made about different forms of district support for schools by district offices. One is that the idea of support appears to have a number of interpretations as reflected in different practices of school visits by education officials based at district level. In recent times, the idea of inspection in many countries, especially in South Africa, is avoided in favour of support (see chapter 2 and 5). The former is seen as undemocratic while the latter is seen as developmental and in keeping with the democratic dispensation. The visits are, therefore, described as

support visits. These ideas are explained in more detail in chapters 2 and 5 of this study.

The second point to be made about district support for schools is that it is part of the monitoring process to achieve quality and supervision of schools (Lugaz and de Grauwe, 2010 and de Grauwe and Carron 2007). The issues around monitoring and supervision are discussed in chapters 2 and 5 but what can be highlighted here is first, what is understood by quality and how it is measured in terms of the core business of schooling, which is teaching and learning; secondly, how, quality teaching and learning are monitored, supervised and supported during the support visits. This empirical study collected data that explain these issues.

The third point is that the term “district” denotes a structure which handles decentralized mandates from a central level. Lugaz and de Grauwe (2010) pointed out that decentralization has been adopted by many countries including South Africa with different characteristics. In South Africa, district offices operate in a decentralized structure of the education system and this form of decentralization is called deconcentration (Sayed, 2002). However, little is known about the impact of its functioning at school level. This study generated data which contributes to answering this question.

1.2 DISTRICT SUPPORT FOR TEACHING AND LEARNING: SOUTH AFRICAN PERSPECTIVE

In the South African context a number of writers outline the role of education districts as resource centres for schools. (see,Chinsamy, 2002; Schoeman, 2004; Narsee, 2006; Parliamentary Monitoring Group, 2006; Mphahlele, 1999 in Narsee, 2006; DoE, 2010;

Mohlala, 2007). Schoeman (2004) argues that the role and functions of district offices were clarified as those of providing adequate resources and ensuring quality teaching and learning in schools. The rationale behind the establishment of district offices was to bring education authorities closer to schools and it was expected that their role would be to make schools effective and efficient by providing education resources and professional support (Narsee, 2006 and Diko et al, 2011). The District Development Programme was adopted by the National Department of Basic Education (DBE) and it was rolled out in such a way as to strengthen the capacity of each district in all the provinces. District offices were understood to play the important role of intermediaries between the central education office and the schools (Chinsamy, 2002). Roberts (2012) argued that the core purpose of educational districts in South Africa is to support the delivery of the curriculum and to ensure that all learners are afforded good quality learning opportunities which are evidenced by learner achievement.

Chinsamy (2002) further contended that the district offices were tasked with monitoring policy implementation in schools and that any failure to implement DoE policies in schools would be blamed on their capacity.

The gap between policy formulation and implementation - the vacuum in the structures necessary to translate policy into practice- that has been regarded as the primary reason for the failure of transformation in education. Between the provincial department of education and the school stands the district office. This is where the answers seem to be pointing to (Ibid, 2002:3).

This means that district offices are expected to make conditions conducive to school improvement and development and monitor the continuous running of schools.

With regard to teaching and learning, districts were mandated to support teaching, learning and management, thereby building the capacity of schools (Schoeman, 2004). District officials had to be well versed in matters of education. Circuit Managers would be the interface between schools and the district offices. Attendance at schools had to

be monitored. District offices would have to implement policy (*Parliamentary Monitoring Group*, 2006). However, in South Africa there is a dearth of literature that specifically discusses how the district officials, particularly Subject Advisors, Education Development Officers (EDOs) and IQMS Coordinators support teaching and learning in schools. Mohlala (2007), who notes districts' roles as that of supporting schools, does not give an account of how districts should support schools in improving the quality of teaching and learning. Furthermore, the official document, *Guidelines on the Organisation, Roles and Responsibilities of Education Districts*, published by the National Department of Basic education in 2011 outlines the roles and responsibilities of education district offices in South Africa, but it does not give an explanation of how district officials support teaching and learning in schools. What is clear from these guidelines is that education district offices are decentralized in such a manner that they are answerable to their respective provincial head offices.

District offices are the faces of the provincial education department in their respective areas of jurisdiction. They give support in terms of teaching and learning to the education institutions for which they are responsible in their areas (DBE, 2011). From this assertion, it is clear that the primary purpose of district offices in South Africa remains contentious. It is not clear whether their primary role is to give professional support to schools or to serve as administrative agents that monitor policy implementation and ensure proper administration in schools. What is apparent is that they serve both professional and administrative roles and their tasks are regulated by the provincial education department. It is for this reason that this study seeks to explore the role played by district officials in supporting teaching and learning in schools.

With the advent of democracy in 1994, the new African National Congress (ANC) led government initiated a process of transforming the education of the new Republic of South Africa and placed it under one system. The challenge of the new government was

that it took over education systems that had divergent approaches, cultures and purposes (Narsee, 2006). Initially, the ANC lead government had no clear policy on what form local education should take. There were debates on whether the local administrative officials should be accountable to the local elected education governors. Nevertheless, the new Constitution of the Republic of South Africa provided for the three spheres of government which are national, provincial and local tiers. The local or district offices were given the go ahead with regard to the administrative functions of the DoE (Ibid, 2006). The aim of the government was to bring about transformation in education which it was hoped would redress the imbalances of the past, and equality, quality and democratic participation would be improved (Naidoo, 2005). In the first phase of education reform and transformation, the government put in place systems that stressed the importance of developing legal and regulatory policy frameworks. These developments aimed at facilitating change and establishing organisations and institutions that created the conditions and structures for effective transformative actions (DoE, 2001). All these efforts aimed at improving the quality of education in terms of education outcomes (quality learning).

The first term of the new government (1994 - 1999) concentrated on addressing issues of access, equity, redress and imbalance through putting in place the necessary legislative framework and unification of 18 different departments. The expectations amongst ordinary South Africans, the majority of whom had to endure inferior "Bantu" education in the old dispensation, were very high, and included easy access to free education, quality teaching and learning and education in adequate schooling facilities, improved learners performance in examinations, and subsequent improvement in the qualifications they received (Chinsamy, 2002:1).

In spite of the high expectations of the South Africa community, especially the poor, the quality of education is still far from satisfying the requirements of the society. In 1998, the Department of Education started the process of rationalising the education system at the local level by disbanding regional offices and strengthening district offices. District offices became the lowest level of the DoE and were designed to be closer to schools

as circuit managers were, then, housed in the district offices with no full staff complement (Roberts, 2012). However, there was less attention given to improving the effectiveness of districts. Anderson (2003) argued that the basic research on characteristics of effective schools ignored the role of the district. “Educational reform initiatives in South Africa have until now ignored the district” (Roberts, 2012: 2). That was until the Research Triangle Institute introduced the District Development Support Project (DDSP). The aim of DDSP was to strengthen the capacity of educational districts to enable them support and promote school development and improvement (Ibid, 2012). School districts are viewed by Roberts as the orphans and the neglected layer of the education system. It is in light of this background that this study investigated the role of districts offices in supporting quality teaching and learning in Eastern Cape schools in the current socio-political climate.

1.3 FOCUS ON QUALITY MANAGEMENT

As pointed out, district offices are the face of the provincial education department and their purpose is to support teaching and learning in schools. The idea of support is illusive. However, it can be argued that support visits to schools as discussed in detail in chapter 2 and chapter 5 are part of the district office’s mandate to manage quality teaching and learning in schools. Whether quality is measured in terms of inputs as measured by resources that go to schools; in terms of processes which focus on practices that relate to teaching and learning; or outcomes, in terms of average examination results and what skills, knowledge and values learners acquire (de Grauwe and Carron 2007), the district office plays a critical role. Quality management, given this conceptualization would mean making sure that levels of resource input to schools are in accordance with the stated norms of a particular country and that they are put to their intended use; that such use impacts positively on students’ outcomes. However, Wringley 2011) has highlighted the fact that inputs, at school level, are mediated on the ‘shop floor’, that is the classroom where teaching and learning take place.

Given the foregoing conceptualization, quality management for district education officials who visit schools, then would need to focus on supporting teaching and learning. The particular focus of this study is how selected district officials, through their support visits, perform the quality management function that focuses on delivering quality teaching and learning. The district officials' roles are a form of external quality assurance of teaching and learning. However, there is no explicit policy framework for how they should support teaching and learning (Narsee, 2006). The question is how this external quality assurance of schools is operationalized in the absence of a policy framework.

Districts persistently endeavour to coalesce the dichotomy of support and pressure in their work with schools; at the same time, they struggle to straddle their role as deconcentrated field units of Provincial Head Offices and as school support centres (Ibid, 2006:v).

The role of the district office is to manage the running of schools effectively in terms of policy implementation, provision of human and material resources and professional support to schools. "Education district offices have a pivotal role in ensuring that all learners have access to education of a progressively high quality, since district offices are the link between provincial education departments, their education institutions and the public" (DBE, 2011). It is for this reason that this study investigates the strategies and methods that are employed by district professional support staff who visit schools on a regular basis.

1.4 MOTIVATION FOR THE STUDY

The global goals on Education for All, to which South Africa is a signatory, can only be realized when all children who attend school receive quality education (see page 13). On its part, the state allocates material and human resources but how these resources

are used to achieve intended outcomes is partly a function of leadership and management at all levels of the education system.

My interest in this study was triggered by the fact that, in spite of the state allocation of resources, there has been a consistent lack of improvement in quality teaching and learning in schools (Letseka, 2012). A 1999 study of Grade 4 pupils by the Department of Education found that only one in eight students demonstrated a high level of competence in literacy and that performance was particularly low in provinces such as the Eastern Cape (DoE, 2001).

In the *Independent Online News* (2010), the minister of the Department of Basic Education (DBE) Angie Motshega, noted that the Matric results that she placed before parliament continued to suggest that the government had not yet turned the corner in education. She indicated that we had not yet reached the quality learning outcomes that we were striving for as a nation. The education system continues to be plagued by obvious weaknesses that act as barriers to the performance of our learners. She urged that we continue to intensify our efforts to address these weaknesses (Ibid, 2010). The National Senior Certificate results show that we need to improve the support for schools, and acknowledge that there is poor teaching in many of our schools. The low literacy and numeracy levels, low matric pass rates, the high dropout rate due to unprepared learners in institutions of higher learning (Nair *et al*, 2004), and the subsequent unemployment of the youth from the Eastern Cape Province schools also ignited interest in undertaking this study. The fact that there is no explicit policy framework that indicates how districts should support teaching and learning in schools, influenced direction of this study.

1.5 STATEMENT OF THE RESEARCH PROBLEM

The rationale for the establishment of district offices in the DoE was to ensure support for schools (Mphahlele, 1999). Furthermore, it was anticipated that district support for schools would improve the quality of teaching and learning, thereby improving the quality of education (PMG, 2006). Although there is no explicit policy framework for how districts support schools (Narsee, 2006), there is a concerted effort by teams of departmental officials to visit schools to ensure school readiness each semester, with the aim of improving the learner pass rate. District officials visit schools almost every day of the week to give support for teaching and learning. However, the pace of learner achievement is slow. After 1994, with the intensive intervention by the DoE, there was a slight improvement in the matric pass rate in South African schools. Despite these slight improvements, there is a body of evidence to show that quality in the majority of schools, especially primary schools, remains poor (Chisholm, 2004 and Roberts, 2012). A number of districts seem to be struggling with their matric results (DoE, 2007, DoE, 2009 and DoE, 2010)

The glaring contradiction between the effort exerted in improving the learner pass rate and literacy levels and the deteriorating outcomes suggests the existence of a problem that needs to be systematically investigated. This investigation would help provide a better understanding of how district officials support teaching and learning in schools. Studies of school development projects in South Africa over the transition period from 1994-1999 have revealed that they have not had a significant impact on teaching and learning and subsequent learner performance (Chinsamy, 2002). South Africa's public education system has been showing signs of decline, and the blame rests on the poor work ethic among teachers and inadequate supervision. In the Eastern Cape Province the matric pass rate has been consistently lower than sixty percent in the last five years with lower marks scored in mathematics (DoE, 2010). It was for this reason that a decision was made to focus the study in the Eastern Cape. Though there has been a

slight improvement in matric results since 2010, the Eastern Cape is still lagging behind when compared to other provinces.

1.6 MAIN RESEARCH QUESTION

How do Subject Advisors, IQMS Coordinators and EDOs support teaching and learning in schools?

1.6.1 Sub questions:

1.6.1.1 How complementary are these three categories of district officials' activities to supporting teaching and learning in schools?

1.6.1.2 What conceptions do Subject Advisors, IQMS Coordinators and EDOs have of quality teaching and learning?

1.6.1.3 What kind of framework can be developed for supporting teaching and learning in schools?

1.7 PURPOSE OF THE STUDY

The purpose of this study was to investigate how DoE district offices support teaching and learning in schools in the Eastern Cape given that many education districts are performing below 50% at the matric level, many learners are unable to read and write and there is a high dropout rate. This study also sought to explore how the district support strategies define 'quality' in teaching and learning in Eastern Cape schools and how district offices organise, structure and implement their teaching and learning support strategies in education in the absence of a uniform and explicit government policy.

1.8 AIMS OF THE RESEARCH

This study sought to:

- 1.8.1 To establish how complementary district official's support is in delivering a coherent external quality assurance in teaching and learning.
- 1.8.2 To understand how district officials conceive quality teaching and learning.
- 1.8.3 To establish how Subject Advisors, IQMS Coordinators and EDOs support promotes internal quality assurance in teaching and learning in schools.
- 1.8.4 To investigate the development of a research- based conceptual framework for supporting teaching and learning in schools.

1.9 SIGNIFICANCE OF THE STUDY

The significance of this study lies in the fact that it investigated the nature of the work done by education officials namely, the Integrated Quality Management System officers; Education Development Officers and Subject Advisors in supporting schools for the purposes of achieving quality teaching and learning. It is through an understanding based on empirical evidence that the impact of district support for schools can be evaluated and improved. It is not desirable for the state to continue channelling resources towards school visits without assessing the returns, as measured by improved students' academic performance, derived from the inputs. Data from this study, therefore, provided part of the information base that can be used in the debates concerning district support to schools.

1.10 DEFINITION OF TERMS

1.10.1 Support: This is the advice given to teachers by their supervisors and it also entails other characteristics such as individual tutoring, demonstration lessons, in-

service training programmes and organisation of peer learning that are planned and implemented by local district officials (de Grauwe and Carron, 2007)

1.10.2 Quality: Is defined in terms of exceptional performance and consistency. When it is defined in terms of 'exceptional performance,' it means exceeding a high standard and passing a required standard. When it is defined in terms of consistency quality is referred to as a zero defect, getting right the first time and making quality a culture (Harvey and Green, 1993 and de Grauwe and Carron, 2007).

1.10.3 District office: District office is the establishment of the DoE which is closest to school. Its role is to see that policies are implemented and teachers are given professional support (DoE, 2011).

1.10.4 Integrated Quality Management System: It is the integrated quality management system that seeks to manage the quality of teaching and learning in schools (DoE, 2003).

1.10.5 Inspection: Is a traditional system that education authorities use to monitor and manage quality in education which may be concerned with either the operation of the school or with the performance of educators (de Grauwe and Carron, 2007).

1.10.6 Monitoring: Is the continuous process of assessing, evaluating and controlling the performance of an individual or a group of individuals (teacher and SMTs) and/or organisations (schools) in order to identify strengths and weakness and formulate practical proposals for action to be taken (de Grauwe and Carron, 2007).

1.10.7 Supervision: It is an interpersonal process in which the skilled overseer or supervisor (district official) helps the less skilled practitioners (teachers) in relation to their professional as well as their personal growth (Barber and Norman, 1987; Carroll, 1996; Fowler, 1999; Holloway, 1995; Page and Wosket, 1994; Van Ooijen, 2000).

1.11 METHODOLOGY

I sought to understand how district officials support teaching and learning in schools, and it was for this reason that this study was based on the interpretive paradigm which is discussed in detail in chapter 3. The interpretive paradigm, as a way of producing knowledge in this study, asserts that perceptions are based on the human interpretation of what our senses tell us and our knowledge of the world is based on an understanding which arises from thinking about what happens to us. (Ritchie and Lewis,2003). This study was therefore based on the qualitative research method. Qualitative research methods that were used during the data collection stage were semi structured interviews and documentary analysis. Details of these are also discussed in chapter 3.

Since an in-depth understanding of how district offices manage quality in schools was necessary, the case study research method was used which, it was hoped, would give a deeper insight into how IQMS Coordinators, Subject Advisors and EDOs pursue the monitoring of quality teaching and learning in schools.

1.12 DELIMITATIONS

This study concerns district support to schools in terms of visits by three categories of district officials as mentioned. It focuses on the work of District Education Officers; Subject Advisors and IQMS coordinators, as their mandates have a bearing on the quality of teaching and learning.

1.13 LIMITATIONS OF THE STUDY

Although this is a case study whose purpose is not to generalise, the fact that it was conducted on only ten officers, across two districts in one province may have limitations regarding the lack of contextual richness. Nevertheless, in-depth interviews generated useful data that can be used as a springboard for further studies situated in different contexts.

1.14 ORGANISATION OF THIS STUDY

This study consists of six chapters.

1. **Chapter 1** provides a background to the study, the purpose and the context in which it is approached. This chapter also presents the statement of the problem and outlines the research questions which this study sought to answer.
2. **Chapter 2** reviews the literature that is relevant in this study. Since this study is about the role of district offices in ensuring quality teaching and learning in schools, the literature concerning the role of education by other writers is reviewed. In this chapter a brief historical overview of the origins of district offices in the education system in other countries of the world and in South Africa (SA) is given. It also discusses the contested meanings of education district offices in SA and abroad.
3. **Chapter 3** concerns the research methodology. It discusses the relevance of the qualitative research approach to this study and how the interpretive paradigm underpins this study. This chapter outlines the research methods that were used in the research and how ethical issues were addressed.
4. **Chapter 4** deals with data presentation and analysis. It presents and analyses the data that was collected from both districts.
5. **Chapter 5** is the discussion of findings that emerged in chapter four. This chapter discusses the research findings in relation to the literature that was discussed in chapter 2.
6. **Chapter 6** is the summary, conclusion, recommendations and possible questions for further research. This chapter summarises the main research findings. It also concludes the main ideas of the study and highlights recommendations for policy and further research.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

The previous chapter gave the background and context of the study. This chapter reviews the literature that is relevant to this study. It is divided into eight main sections. The first section focuses on the issue of district support to schools and examines different ways in which it is characterised, with a trend that describes it as support. This study argues that all the characterisations have one thing in common, that is quality management aimed at achieving school change. The second section then explores different conceptions of quality; goes on in the third section to review ideas of education districts as decentralised supervision centres. The following sections summarise research on district support in a number of countries, with section five concentrating on other countries; and section six on South Africa. The theoretical framework which is divided into two, sees section seven concentrating on effective schools and school improvement perspectives as part one, and Deming cycle of support as part two in section eight. The chapter ends with a conclusion.

2.1 DISTRICT SUPPORT FOR SCHOOLS AS PART OF QUALITY MANAGEMENT

The primary role of education districts remains contentious as the contemporary discourse on education districts oscillates confusingly between districts as support centres for schools and districts as administrative and management arms of the provincial education departments (Mhlongo, 2008). However, district offices are assumed to be playing a pivotal role for supporting teaching and learning in schools. This study aims to understand how they go about managing quality in schools.

Support to schools by district offices has been interpreted in a number of ways. What is common is that the idea of support is driven by quality management and quality assurance in schools. Though, according to Site Environmental Report (1999) other writers view quality management as an aspect of quality assurance. Cuttance (1995) has distinguished between 'quality management' and 'quality assurance'. Quality management is seen as the actions and structures that are necessary to manage quality, whereas quality assurance is the process by which quality management is assured. School support can therefore be understood as part of how the state manages quality in schools. The debates on quality management range from approaches that manage quality through inspections to those that shy away from using the inspection perspective to focus on support and development of schools. It is argued that even monitoring is a part of quality management as it assesses and evaluates quality with the aim of making improvement. It can be argued that in the quality management process four key elements are important: that is, inspection' supervision, monitoring and support. Their usage differs from country to country as for instance some countries would prefer to use support, another would use monitoring and so on. However, these concepts seem to overlap as their focus is on quality management.

2.1.1 Inspection

Inspection is a traditional system of education authorities of monitoring and managing quality in education which may be concerned with either the operation of the school or with the performance of educators (de Grauwe and Carron, 2007).

Though there has been little rigorous research on the impact of inspection, with school decentralisation becoming increasingly widespread internationally especially as regards staff and resource management or even educational practice in general, school inspection systems are assuming key importance in ensuring quality provision for all. However, school inspection has received strong criticism around the world (Whitby,

2010). An inspection visit may be concerned either with the operation of the school or with the performance of the principal and teachers. When focusing on the principal it looks into how he and his SMT manage finances, human and other material resources in the school. When focusing on teachers it looks at how teachers teach and handle their documents and planning activities. It is in most cases not transparent as those inspected may or may not be informed of the inspection visits. This system has since been reported to have been stopped by many countries, including South Africa. During the 1970s and 1980s inspectors were seen as taboo in some countries as their style of quality management was not democratic (Lugaz and de Grauwe, 2010). The purpose of inspection is to improve educational quality. Most countries especially European countries arrange for evaluation of their schools so as to improve the quality of compulsory education. In England, for instance, the role of the inspectorate is to provide an external assessment aiming at reforming and strengthening public education in terms of school improvements and learners' educational outcomes and their well-being (Whitby, 2010). The purpose of this study was to investigate how education district officials execute their delegated work of improving educational quality in schools, under the discourse of support and not inspection. This will be explained in section 2.1.4 below.

2.1.2 Supervision

Another term associated with quality management in schools by district offices is supervision. In general usage, supervision means overseeing. It is a fundamental component of coaching/counselling in which the supervisee is in constant touch with the supervisor. It is an interpersonal process in which the skilled overseer or supervisor helps the less skilled practitioner in relation to his/her professional growth and as well as his/her personal growth (Barber and Norman, 1987; Carroll, 1996; Fowler, 1999; Holloway, 1995; Page and Wosket, 1994; Van Ooijen, 2000).

Onasanya (2008: 2) argues that:

Supervision is a way of stimulating, guiding, improving, refreshing and encouraging and overseeing certain groups with the hope of seeking their

cooperation in order for the supervisors to be successful in their task of supervision

Depending on the area of supervision one wishes to emphasize, the roles and responsibilities of a supervisor are varied and multi-faceted. A supervisor works on human relations, curriculum decisions, instructional strategies, staff development and orientations, budget concerns, assessment and evaluation (Okafor,2010). In this study supervision is looked at from the perspective of managing quality in curriculum delivery (content mastery and pedagogy), assessment and evaluation. Wiles and Bondi (2000: 3) argue that, “We see supervision in schools as a general leadership function that coordinates and manages those activities concerned with learning”. Supervisors must have vision and willingness to help change take place in the schools entrusted under their professional, watchful care and they must see to it that they actively crises-cross different levels of human operation, that is, the social, physical, the psychological and so on (Abiddin, 2008 and Okafor, 2010). In corroborating this idea (Treslan, 2005) argues that effective supervision necessitates knowledge of adult education in that various types of supervisory approaches can be used when working with teachers directly so as to positively impact students indirectly. Supervisory assistance in facilitating effective efficient and classroom leadership interaction is important and crucial to the management of learning environment, given that teachers are required to facilitate the inquiry process (Ibid, 2005).

Supervision in the context of education is a process where supervisors monitor the quality of education through looking into school and teachers’ performance. It is expected that this monitoring would have a positive impact on the quality of education (de Grauwe and Carron, 2007). The term ‘supervision’ is used to refer to two distinct but complementary quality management activities, that is, control and evaluate on one hand, and to advise and support teachers on the other hand. It is argued that the process of supervision is done by officials who are outside the school at the local, regional or central levels of the education system and who make regular visits to schools (Ibid, 2007). This study focused on how IQMS Coordinators, Subject Advisors and EDOs as supervisors of teaching and learning process, support SMTs and teachers

in schools. The issue here is how this mandate is carried out in schools. One of the practices through which this is carried out is clinical supervision.

Okafor (2010: 1) argues that:

Essentially, clinical supervision in education involves a teacher receiving information from a colleague who has observed the teacher's performance and who serves as both a mirror and a sounding board to enable the teacher to critically examine and possibly alter his or her own professional practice. Within the context of such supervision, ideas are shared and help is given in order to improve the teacher's ability through the analysis of objective data that is collected during the observation.

From the above it is clear that teachers and their supervisors should be in a constant mutual relationship where ideas are shared and teachers are assisted to improve their performance and thus the quality of teaching and learning. Under this conception of supervision, district officials would go to a school and interact directly with teachers in order to carry out the sort of services that Okafor suggests. How much support do district offices offer to schools is one of the questions of this study.

The notion of clinical supervision is only one of the conceptions of supervision. The concept is also used in a broad sense to denote administrative and management arrangements through which the district office manages quality in schools. These ideas are discussed in chapter 5.

2.1.3 Monitoring

In the context of education, monitoring is the continuous process of assessing, evaluating and controlling the performance of an individual or a group of individuals in order to identify strengths and weakness and formulate practical proposals for action to be taken (de Grauwe and Carron, 2007). What is critical about monitoring is that it is internal and aims at taking the necessary steps to reach the expected results. This means that monitoring by itself is a complex activity as it entails continuity, crafting of practical proposals, acting on these proposals and ensuring the achievement of

expected results. Thus in other words monitoring is not a one off kind of a situation. It involves careful planning and application.

Monitoring and supervision are two sides of the same coin as “supervision is essentially the practice of monitoring the performance of school staff, noting the merits and demerits and using fitting and amicable techniques to ameliorate the flaws while still improving on the merits thereby increasing the standard of schools and achieving educational goals” (Onasanya, 2008:2).

This means that when district officials who are supervisors of the teaching and learning process support teachers, they monitor their performance and make interventions where there is a need in the hope of bringing about increased learner performance. De Grauwe and Carron (2007) argue that there are three modes of monitoring, namely compliance monitoring, diagnostic monitoring and performance monitoring. Compliance monitoring puts more emphasis on inputs, that is, the number of required text books per pupil, teacher qualifications, number of pupils per class and so on. It ensures that schools comply with predetermined norms fixed by law and administrative rules and regulations. This mode of quality monitoring is the oldest and most bureaucratic type of monitoring that is concerned with checking that rules and regulations are respected. It is also concerned with filling out forms. The second mode of quality monitoring, namely diagnostic, is more concerned with seeing to it that pupils learn what they are supposed to learn. Its focus is on the instructional process, that is, what happens in the classroom. Diagnostic monitoring emphasises a radical shift from administrative control to pedagogical support and advice. Performance monitoring is concerned with school results and its goal is mainly to stimulate competition between schools in order to promote academic achievement. It focuses on measuring learner achievement through standardised tests and examinations (de Grauwe and Carron, 2007).

This study investigated how district officials (supervisors) do their monitoring of teaching and learning in schools; how they apply all or some of the modalities of quality monitoring.

2.1.4 Support

Support can be defined as assistance given to something or a person to keep from weakening or failing (de Grauwe and Carron, 2007.) It is for this reason that the concept of support was of utmost relevance to this study since the study sought to investigate how district officials support teachers to improve their quality. For the purposes of this study 'support' is defined as a concerted and planned effort by the district officials in supporting teachers in terms of planning learning activities, teaching methods and assessment of learning activities. This means that the concept support is used to define the assistance that is given by district officials in improving the teachers' teaching methods and strategies.

As indicated above these concepts overlap which may be confusing as in most cases they all refer to quality management. However, their modalities are distinct. Simple control without support will not easily lead to quality improvement and this makes it impossible not to link these concepts. Control may be defined as the process of checking whether actions are being taken in the desired way and taking corrective action to make them conform to decisions. The control process tries to find out deviations between planned performance and actual performance and to suggest corrective measures or actions (Win, 2010). Unlike control, support is in most cases characterised by advice given to teachers by their supervisors. It also entails other characteristics such as individual tutoring, demonstration lessons, in-service training programmes and organisation of peer learning that are planned and implemented by local district officials (de Grauwe and Carron, 2007 and The Think Bike Projects, 2011). This is the general universal understanding of what support should entail.

It can be seen from the foregoing concept of support that it is broad enough to encompass other elements by which visits to schools by district officials is characterised. Although support is inclined towards giving advice and assisting, it has elements of control in the sense that teachers do not have much choice in adhering to advice which, for example, it makes them implement policy according to expectation. It incorporates supervision, monitoring and inspection in the sense that areas requiring advice and assistance, that is, support, are identified during the course of following up on compliance issues that are laid down in policy imperatives.

Given this understanding, the study sought to explore and examine the strategies that are used by district officials to support teachers so that they can produce quality learners. Hightower *et al* (2011) note that researchers continue to work hard to unearth and untangle the specific ways in which quality teaching operates and the extent to which it drives learning and how effectiveness evolves as teachers progress through their careers.

The key question in this study is what do district officials do to support teaching and learning in schools in terms of teaching methods and strategies? In the spirit of this question, Hightower *et al* (2011:4) state that it is necessary to seek "... clarity about how to develop, measure, and sustain teacher effectiveness". This means that researchers need to investigate the effects of support or specialized training in pedagogy. Perhaps before giving a comprehensive discussion on the concept of support with regard to teaching and learning it is important to refer to a quotation on teacher quality.

A quality teacher is one who has a positive effect on student learning and development through a combination of content mastery, command of a broad set of pedagogic skills, and communications/interpersonal skills. Quality teachers are life-long learners in their subject areas, teach with commitment, and are reflective upon their teaching practice. They transfer knowledge of their subject matter and the learning process through good communication, diagnostic skills, understanding of different learning styles and cultural

influences, knowledge about child development, and the ability to marshal a broad array of techniques to meet student needs. They set high expectations and support students in achieving them. They establish an environment conducive to learning, and leverage available resources outside as well as inside the classroom (Center for High Impact Philanthropy, 2010 in Hightower *et al*, 2011: 5).

From this excerpt it can be deduced that it is not possible to give meaningful pedagogic support to teachers without understanding what a quality teacher is. This definition therefore assists in defining the concept of support in the context of teaching and learning.

This study therefore looked at how district offices manage quality in the teaching and learning process given that support entails advice given to teachers by their supervisors and that teachers should receive individual tutoring, demonstration lessons, in-service training programmes and organisation of peer learning that are planned and implemented by local district officials

2.2 UNDERSTANDING QUALITY

The notion of quality management through district support visits to schools presupposes that these practices are guided by perspectives on quality. The history of the origin of the concept quality which can be traced as far back as medieval Europe, indicates that quality came into being as result of the formation of associations that in their operations helped and advised their members and made regulations and set standards for particular trades (Encyclopaedia Britannica, online 10th May 2010 in Mutemeri, 2010). This means that in its inception quality was meant to measure perfection in terms of the required standard. As time went on different approaches and purposes of quality emerged and this led to the high contestation of the concept by people from different backgrounds and different schools of thought. This led to 'quality' being referred to as a 'slippery concept'.

Quality has different meanings and connotations and it means different things to different people. Although the concept “quality” is a highly contested concept, this study defines it from the education perspective. Conceptions of quality vary widely. There are varying perspectives from which the concept quality is defined. Although in this study quality management is discussed in relation to teaching and learning in schools, it was important that conceptions of quality by other writers be mentioned as this concept is a driving force for district offices to support teaching and learning in schools. However, it is important to note that the volume of literature addressing this concept, either as its prime focus or as a component of a wider focus, is vast and contentious. It is thus not possible to produce an exhaustive review of literature on the concept of quality.

Four conceptions of quality are outlined below. The extent to which these reflect the practice of education district officials is examined in chapter 5.

2.2.1 Quality as value for money

Some writers define quality as value for money, (Biggs, 2001). Quality as value for money means focusing on a high level of efficiency and effectiveness. In this view, quality is one that satisfies the demands of public accountability. In this sense ‘quality’ means freedom from deficiencies-freedom from errors that require doing work over again (rework) or that result in field failures, customer dissatisfaction, customer claims, and so on. In this sense, the meaning of quality is oriented to costs, and higher quality usually costs less (Juran and Godfrey, 1999).

It can be argued that this concept of quality incorporates inputs that go to schools; processes in terms of teaching and learning climate and outputs measured by examination results (de Grauwe and Carron, 2007; Colby, 2000;Barrett et al, 2006 and Barrett et al, 2007). If all these aspects are described as ‘good’, then value for money, and thus quality, has been achieved.

Applied to education this view sees district officials' functions as that of ensuring adequate resource inputs to schools as well as holding schools accountable in terms of making effective use of resources in terms of visible educational outcomes as measured by skills and knowledge that learners acquire; and improvement in outputs. This view of quality can also be understood within the framework of school effectiveness and school improvement discussed in section 2.9 below.

2.2.2 Quality as transformation

When it is defined in terms of transforming, quality means qualitative change (Biggs, 2001 and Mishra, 2007). Straker (2011) defines quality as what is wanted, how what is wanted is done and its conformance to requirements. When quality focuses on transformation it entails the monitoring of quality of management and teaching and learning activities that take place at school level (process) (de Grauwe and Carron, 2007). The progressive/humanists put much emphasis on educational processes. Quality is judged on what is happening in schools, in the classroom, learning of basic cognitive skills, literacy and numeracy, as well as general knowledge are considered vital to quality (Barret et al, 2006 and Colby, 2000).

From this perspective quality is judged in terms of change that occurs in a school as a result of an intervention, which may include school visits by education district officials. Accordingly, if change is an improvement on the current state of affairs then the intervention is making a difference.

2.2.3 Quality as exceptionality and consistency

Harvey and Green (1993) and de Grauwe and Carron, 2007 further argue that quality can be defined in terms of exceptional and consistency. When it is defined in terms of 'exceptional,' it means exceeding a high standard and passing a required standard.

When it is defined in terms of consistency quality is referred to as a 'zero defects', getting it right the first time and making quality a culture. It is based on the significant variations that are brought about by the strict and consistent adherence to measurable and verifiable standards to achieve uniformity of objectives or outputs that appeal to specific customers' or users' requirements (Encyclopaedia Britannica, online 10th May 2010 in Mutemeri , 2010)). It focuses on the quality of human and material resource available (inputs) (de Grauwe, and Carron, 2007)

The conception of quality which focuses on 'zero defects', is difficult to apply to education. However, when used in the sense of exceptionality, it can be applicable in the sense that a school can be said to exhibit exceptional performance in the sense that its pass rate can be maintained at 100 percent for over a sustained number of years. Whether district support can ever see itself helping schools to reach this level of performance remains an open question.

2.2.4 Quality as fitness for purpose

It is argued that quality as fitness for purpose is based on the view that quality has meaning in relation to the purpose of the product or service. If the purpose of education is to produce a certain number of school graduates with specific qualities; and succeeds in doing that, then the school can be said to offer fit for purpose education. De Grauwe (2007) argued that when quality is defined as fitness for purpose it focuses on the quality of the results obtained, that is outcomes and outputs. This view is reinforced by other researchers (Harvey and Green, 1993) who argue that 'fitness for purpose' judges quality in terms of the extent to which a product or service meets or fits its stated purpose, which in the educational institution, is defined as the ability of the institution or school to fulfil its goals, mission, vision and course objectives

The fact that the fitness for purpose perspective of quality takes into account institutional goals, means two things. One is that it takes into account the contextual variables of each school; the other is that it assumes schools do have clear goals, mission and vision in the first place. If the latter is the case district officials' support visits to schools would partly focus on assisting schools to develop a sense of direction in their teaching and learning.

It may be difficult to pin down which conception of quality is dominant in any one country and within a particular period of time. However, as discussed above, different perspectives can be seen to influence the practice of district visits in different ways and to different degrees. The important point is that in carrying out their mandate, district officials consciously or unconsciously may be guided by tools of quality management drawn from a repertoire of quality perspectives.

2.3 DISTRICTS AS DECENTRALISED SUPPORT CENTRES

The context in which quality management occurs differs from country to country. It is either centralised or decentralised. However, in South Africa like many other countries the state decentralises this work to district offices. Throughout the growth of the education system, many countries have been preoccupied with the increasing distance between supervisors and schools. Districts were created to close that distance and supervision and support personnel were established at district office level (de Grauwe and Carron, 2007). The establishment of district offices was to improve efficiency and effectiveness in terms of teaching and learning (Efron and Concannon, 1995). Before looking into how district offices support teaching and learning in schools, it was necessary to give a brief summary of decentralisation as it is the context in which support for teaching and learning in South Africa occurs.

Decentralisation can occur in different forms, that is, deconcentration, devolution, delegation and privatisation. In a devolutionary system, the central ministry transfers most of its obligations to the local authority and decision making for that particular obligation is taken by a local body. This includes making decisions about any operations of the obligation in its area of jurisdiction, funding of institutions and salaries of personnel (Florestal and Cooper, 1997). Delegation involves assigning of responsibility and accountability for a specific outcome or achievement to a specific individual or unit or organisation. Delegation does not entail giving tasks to be done or telling people what to do rather it is the explaining of the expected outcomes. The delegated people should find ways of achieving the specified outcomes. Privatisation is understood to mean the transfer of the partial or complete control of a state activity and related assets to a private investor or investors. Privatisation may concern a public monopoly or a state enterprise operating in the private sector (Ibid, 1997). The form of decentralisation under which the education system operates in SA is deconcentration because the administrative and professional staff at provincial and district level are still accountable to the central ministry. The aim of deconcentration is to improve effectiveness of the management and the quality of operations and visibility (Development Portal, 2012). Since teaching is the key service delivery responsibility of the DoE this study adopts deconcentration as one of the concepts under which it is pinned.

The concept deconcentration is one of the requisite concepts of the decentralisation philosophy (Gershberg and Winkler, 2003 and Utomo,2009). Deconcentration is the concept that is mostly used to define the administrative arrangement of government systems. It is used to illuminate how government departments operate and the way they are structured. It was therefore relevant to use this concept as teaching and learning support services in the district offices are located within the organisational structure of DoE at district level. Teaching and learning activities like other functions in the DoE are administered and organised at district level. Deconcentration is defined as a form of administrative decentralisation in which the local authorities of the central government

deal with financial and administrative issues of the central government without making any local inputs (Joint UNDP-Government of Germany, 1999). As indicated earlier 'Quality Assurance' is a planned process of assuring that actions and structures of quality management are in place (Cuttance, 1995). This study looked at how district offices in the Eastern Cape plan, organise and administer their activities of supporting for teaching in schools. However, it was also relevant that literature that deals with other countries on issues of quality management is reviewed to establish how support for teaching and learning in the context of decentralisation is viewed. Deconcentration, refers to a transfer to lower-level central government authorities, or to other local authorities who are upwardly accountable to the central government (Yuliani, 2004).

It can be seen from the above discussion that central government authorities decentralise their power to the local government level which remain accountable to central government authorities. This study sought to establish how quality management initiatives are organised and administered at district office level in the Eastern Cape.

Although there is no unanimous definition of decentralisation, most writers confine the definition of decentralisation to the context of government (Narsee, 2006). Decentralisation is the system in which the central government transfers or outsources its basic functions and responsibilities to the provincial or district level of government (Gershberg and Winkler, 2003). The basic function of the DoE is supporting teaching and learning in schools. In South Africa as in other countries, this function is decentralised to the level of the district. Some writers do not consider deconcentration as a form of decentralisation. For instance Fesler (1968) in Utomo (2009:13) believes that:

Deconcentration is not a type of decentralization at all. In his view, deconcentration does not require any decentralization of power since it usually does not provide the opportunity to exercise substantial local discretion in decision-making.

The basic question here is how do district offices support quality teaching and learning in schools in the context of deconcentration.

In countries like Mali and Lao Peoples Democratic Republic (Bauopaoa, 2011) the education system is decentralised within the system of deconcentration where local education offices are accountable to the central authorities. It was important that literature relevant to the deconcentration model be reviewed, as district offices in education in South Africa administratively and pedagogically operate within the context of deconcentration. Deconcentration was relevant in that whatever form of pedagogical support is done to schools by district officials is planned, organised and coordinated at district office level. Since this study concerns how district officials support teaching and learning, it was necessary to understand how support to schools is conceptualised and how teaching and learning support planning processes are initiated, organised, controlled, coordinated and implemented at district office.

2.4 DISTRICT SUPPORT FOR SCHOOLS: EVIDENCE FROM OTHER COUNTRIES

Research shows that the primary purpose of education local offices in countries like Benin, Guinea, Senegal and Mali is to monitor and improve the quality of teaching and learning. All four countries operate their education system under decentralisation where local district offices are instrumental in ensuring the proper functioning of schools. Lugaz and De Grauwe (2010: 43) argued that:

Quality monitoring is one of the key tasks of local education offices. Being responsible for implementation of education policy at local level, they ensure that schools apply the policy through inspections and pedagogical supervision

It can be seen from this quotation that the work of district offices under a decentralized system is to monitor quality in terms of policy implementation, teaching and learning.

In these countries support is done through regular meetings with principals and teachers, inspection and pedagogic support visits by local officials. However, the approach differs from country to country. In all the education local offices that were studied in these countries, all of them do quality monitoring through collecting and analysing statistical data. However, they seem, except for Benin, to rarely use them for strategic reasons. In Benin, a certain non-governmental organisation called International Foundation for Education and Self-Help (IFESH) got some indicators from one local education office that allows it to make comparisons between it and other local education offices and enables it to monitor its progress towards its own objectives (Ibid, 2010). These meetings seem to be information sharing meetings where the agenda is filled with administrative matters. In reality monitoring is conducted primarily, if not exclusively, by means of visits by inspectors and pedagogical advisors (Lugaz and De Grauwe, 2010). In Benin teaching and learning support takes two forms, that is, inspection visits and pedagogical support visits. These visits (inspection support and pedagogical support) are conducted by the head of the local office and pedagogical advisor respectively. The inspection visits on one hand are assessed by marks and an assignment decision by head of the local office and he reports to the upper levels of the education department hierarchy. The pedagogic support visits are the evaluation of the teachers' work and giving of advice. They are more like continuing education and the pedagogic advisors' work is supplemented by the principal (Ibid, 2010). In Senegal, inspection visits and pedagogical support visits are done by one local officer making a less clear distinction between the two visits. Inspection visits are more like an audit as they are concerned with the performance of the principal and teachers. When they are directed at the principal, inspection visits are concerned with how the principal manages school finances and how he deals with other material management of the school. With regard to teachers Lugaz and De Grauwe (2010:44) argued that:

When the inspection visit focuses on teachers, its aim is to examine how they teach, handle the class, and fill in administrative documents such as

attendance and absence sheets or report cards. Those inspected may or may not be informed of these visits in advance.

It can be seen from this excerpt that inspection visits according to this point of view are more like a fault finding mission as they concentrate on how teachers teach and handle their classes. These visits were initially communicated to teachers in Benin but as time went on this was stopped and local officers started to visit schools without informing teachers. This, according to Benin's local offices, yielded positive results as educators remained up to date and ready for the surprise visit (Ibid, 2010). These visits resulted in teachers seeing this as inspection as there was little or no support and advice given to them. One principal in Mali noted that:

We're glad to rid of that inspector who sleeps in his car just outside the village so he can surprise a teacher or principal at 7 a.m. the next morning when they've no notice of his coming. Enough of the policeman at school! (Lugaz and de Grauwe, 2010: 45).

This is an indication that this principal viewed this kind of support as a form of policing. However, it is reported that in Guinea these visits were announced though their purpose was the same as that of Benin. In Senegal teachers reported that they feared these visits as they were infrequent and announced in advance.

Lugaz and De Grauwe (2010:45) argue that:

The inspection visits almost always follow the same pattern. They generally include three main elements: observation of a teacher's course preparations, observation of his or her performance in class, and an evaluation session.

However, it was reported that though these visits were primarily a fault finding exercise they were followed by the assignment of marks to those inspected and a subsequent training programme of improvement. In Mali, inspection visits have since been replaced entirely by pedagogical support visits.

The pedagogic visits that took the place of inspection ones in Mali were more of a developmental nature to those visited. These visits were no longer for the purpose of assessment but for support and advice. This led to teachers and school principals accepting school visits as they had no punitive effect on them. With the advent of pedagogic supervision at least one school was visited in a week and these visits were carried out by local officials with the aim of supporting principals in school management and strengthening cooperation between local officials and teachers. It was also hoped that this would improve the performance of principals and educators and help teachers to master teaching methods and use teaching materials rationally. It was anticipated that this would also encourage team work among educators and local officers were to master teaching methods, be communicative, polite and discreet. (Ibid, 2010).

In the United Kingdom (UK) context teaching and learning support focuses on solving classroom problems such as spelling and the understanding of fractions. It concentrates on the successful use of information technology in the classroom and in pupils' wider lives. It also focuses on involving learners more effectively in schools as learners and as participants with emphasis on what should happen to them during their classroom life (James and Pollard, 2006).

In the UK, the educationists in partnership with partners from Wales, Scotland and Northern Ireland developed a National Occupational Standards framework for supporting teaching and learning in schools. (Training and Development Agency for Schools, 2012). This framework contains three important elements, namely, supporting teachers in planning learning activities, in delivery of planned activities and supporting teachers in the evaluation of learning activities.

2.5 SUPPORT FOR SCHOOLS IN SOUTH AFRICA: A BRIEF HISTORICAL OVERVIEW

Since this study enquires into how the DoE district offices currently support teaching and learning in the Eastern Cape Province, it is necessary first to give a brief historical background of the district offices before 1994. It is not possible to give a fair literature review of the district offices in SA without first giving a brief history of the DoE District offices and the reasons behind their amalgamation. District offices as they are now, are a level of government little above the school. After the introduction of apartheid in 1948 the then government of the Republic of South Africa took a statutory position in which education was provided within racial boundaries (Schoeman, 2004 and DoE, 2010) to serve perceived race-based skills and needs of the society. The districts then reflected the authoritarian and controlling features of the apartheid era (Narsee, 2006). The education system was based on a National Socialist philosophy which promulgated racial purity and racialised the education system in a manner that kept black education inferior (DoE, 2007).

From the 1950s to the mid-1990s, no other social institution reflected the government's racial philosophy of apartheid more clearly than the education system. Because the schools were required both to teach and to practice apartheid, they were especially vulnerable to the weaknesses of the system (Ibid, 2007: 15).

During the apartheid era, the education system in South Africa was segregated according to race, with different education departments administering schools for the different races. For instance in the Western Cape (the then Cape Province) there was the Cape Provincial Department of Education which ran white schools, House of Representatives Education Department ran coloured schools and Department of Education and Training ran schools for Black students (DoE, 2010). This arrangement was abolished in the later years of democracy. Before 1994, the education system in SA was characterised by segregation which was based on ethnicism and race (Pampalis, 2002). Education was provided along racial boundaries with Whites at the upper level of

the hierarchy receiving better education and Blacks at the lowest level receiving the most inferior education (Ibid, 2002). There were 19 departments of education in the former Tanskei, Bophuthatswana, Venda and Ciskei (TBVC) states, non-independent states and the Republic of SA (Narsee, 2006). The Department of National Education was responsible for setting norms and standards for education across the country. The National Assembly dealt with White education, House of Representatives dealt with Coloured education, the House of Delegates dealt with Indian education and the Department of Education and Training was responsible for Black education. The apartheid government that came into power in 1948 even perpetuated a more sophisticated form of separatism. Black education was administered under the Bantu Education system under the Bantu Education Act of 1953 (Act no 47) with lesser funding. Through the Bantu Education Act, the architects of Bantu Education, Dr W.M Eiselen and Dr H.F. Verwoerd widened the gap in educational opportunities for different racial groups. The concept of racial "purity," in particular, was a way to ensure the inferiority of black education. Black Africans were not allowed to be educated above certain forms of labour (South Africa Index, 1996). Blacks were followed by the Coloureds, the Indians and then the Whites whose education received more funding. "Bantu education served the interests of white supremacy. It denied black people access to the same educational opportunities and resources enjoyed by white South Africans. Bantu education denigrated black people's history" (Govinder, 2005)

As is the case at present, there were no governance structures at the district or local levels of education. In 1988 the Education Affairs Act of 1988 provided for the establishment of regional offices which were designed to be the extensions of central head offices. There were circuit offices that served the regional offices. The circuit and regional offices served as administrative machinery of the central head office (Behr, 1988; Anderson, 2003 and Fullan, 1985). At circuit level there was an inspectorate system of administration which put the schools more in the control of inspectors who were antagonistic and fear inducing. In South Africa as in most other countries during the 1970s the word inspector had a negative connotation. It was seen as an old

fashioned non democratic institution and many countries began to get rid of this system and the supervision service itself (de Grauwe and Carron, 2007). When South Africa obtained its freedom in 1994 many changes began to take place and education like all other state departments underwent both structural and systemic changes. New approaches on how to do things were introduced.

2.6 DISTRICT SUPPORT FOR SCHOOLS IN POST-APARTHEID SOUTH AFRICA

With the advent of democracy in 1994, new provinces were established and all schools were controlled by the provincial governments under one system of education (Diko *et al*, 2011). The provinces were tasked with the responsibility of managing primary and secondary education, including government schools, Further Education and Training colleges and Adult basic education and the oversight of the independent schools followed (Ibid, 2010). In 1996 the new constitution of the Republic of South Africa set the pace for the new dispensation that was totally against discrimination of any person on the grounds of his/her race, gender, age, disability, religion or language (Schoeman, 2004). The provincial districts were amalgamated and redemarcated to allow a system of education that was more inclusive than exclusive (Ibid, 2004). In the new dispensation, the DoE district offices were tasked to support schools with the aim of improving the quality of teaching and learning (Mohlala, 2007) “The decision to establish the present districts was also based on the need to take education closer to schools and communities” (DoE, 2009). However, it seems there are different ways in which different provinces operate their district offices.

The concept district office is still very slippery in the SA education system. This means that education district office means different things to different provinces. In some provinces, education district office means the management of schools and ensuring the implementation of policies in schools. In others, district office means professional

support given to schools and still others view district offices as resource centres for schools. There are those who view district offices as a combination of all or some of the above functions. Other studies suggest that district offices are merely mediators between the schools and PED (Elmore, 1993 and O'Day and Smith, 1993). This confusion about the role of education districts in the SA education system is what Narsee (2006) terms 'the common and contested meaning of education districts in South Africa'. Narsee (2006: 6) further contends that,

The current South African discourse on education districts oscillates confusingly between districts as support centres for schools, and districts as administrative and management arms of provincial departments of education. The primary purpose of districts, therefore, remains contentious: do districts exist primarily as base for professional services to schools, or are they established to ensure policy and administrative control?

It is for this reason that this study investigates how district offices support teaching and learning in schools in the Eastern Cape. Since this study locates the meaning given to district offices by Eastern Cape PED, it is not possible to give a fair location and definition of the role of the district offices in the Eastern Cape without discussing first the meaning given to education district offices by other provinces. This study takes two provinces in SA to sample how different provinces approach the rendering of education services at district level.

In the Western Cape for instance, the education district offices are mandated to manage education at local level. Policy and planning are handled by the provincial DoE. (WC DoE, 2009). District directors are responsible for ensuring quality of education and of educational institutions within a district. There are 49 circuit team managers who assist district directors in enabling schools to provide quality education (Diko *et al*, 2011). The operations in the district office are such that assessment coordinators report to curriculum heads who are members of district management teams. The provincial assessment director liaises directly with the eight assessment coordinators who are based at district offices and responsible for managing the implementation of

assessment policies at district level. The assessment director, other assessment officials based at the head office and the eight district coordinators form the provincial assessment committee. Districts also have similar committees, which include the district assessment coordinator as well as the General Education and Training (GET) and Further Education and Training (FET) coordinators. District assessment coordinators do not work directly with curriculum advisors, who are also qualified assessors. They work closely with phase coordinators who are responsible for supervising curriculum advisors. Curriculum advisors account to their phase coordinators for curriculum delivery and for assessment related matters. District assessment committees manage the implementation of assessment in the district (Ibid, 2011).

In Gauteng province, districts are structured in a manner that allows for effective policy implementation with synergy between curriculum delivery services and the institutional development and support sub-directorate. Sub-directorates work together to ensure that the districts are smoothly run and the education policies sent by the provincial and national departments of education are implemented. In Gauteng the district offices are more like mediators between the schools and the provincial DoE. "Districts have a range of bodies responsible for the smooth implementation of education policies, and these ensure liaison between the province and the district" (Diko *et al*, 2010: 14). As in the Western Cape, there are assessment committees at all levels except for Gauteng where there is another assessment tier (the cluster assessment team) between the school and the district (the cluster assessment team). This is composed of elected cluster leaders who assist district officials to manage their function of supporting schools. Cluster leaders assist teachers with assessment issues and moderation of learner portfolios (ibid, 2010). The management team at district level is called Executive District Management Team (EDMT). This team is responsible for the overall strategic vision and policy management in the district.

The national guidelines on the organization, roles and responsibilities of the district offices in SA give description of how district offices should be organized. However, it

does not give an in-depth description of how each section should perform its function. In the Western Cape for instance, there are eight district offices which are divided into 49 circuits. The circuits are responsible for strong professional support via the circuit teams. District offices are responsible for education management and the head office is responsible for research, policy formulation, strategic planning, monitoring and evaluation (DoE, 2012). The organisational structure of education district differs from province to province.

2.6.1 Organisation of Education District Offices in the Eastern Cape, South Africa

Below is a diagram that depicts how the organisational structure at district level in the Eastern Cape is organised. It also shows where IQMS Coordinators, EDOs and Subject Advisors are located and where their functions are administered.

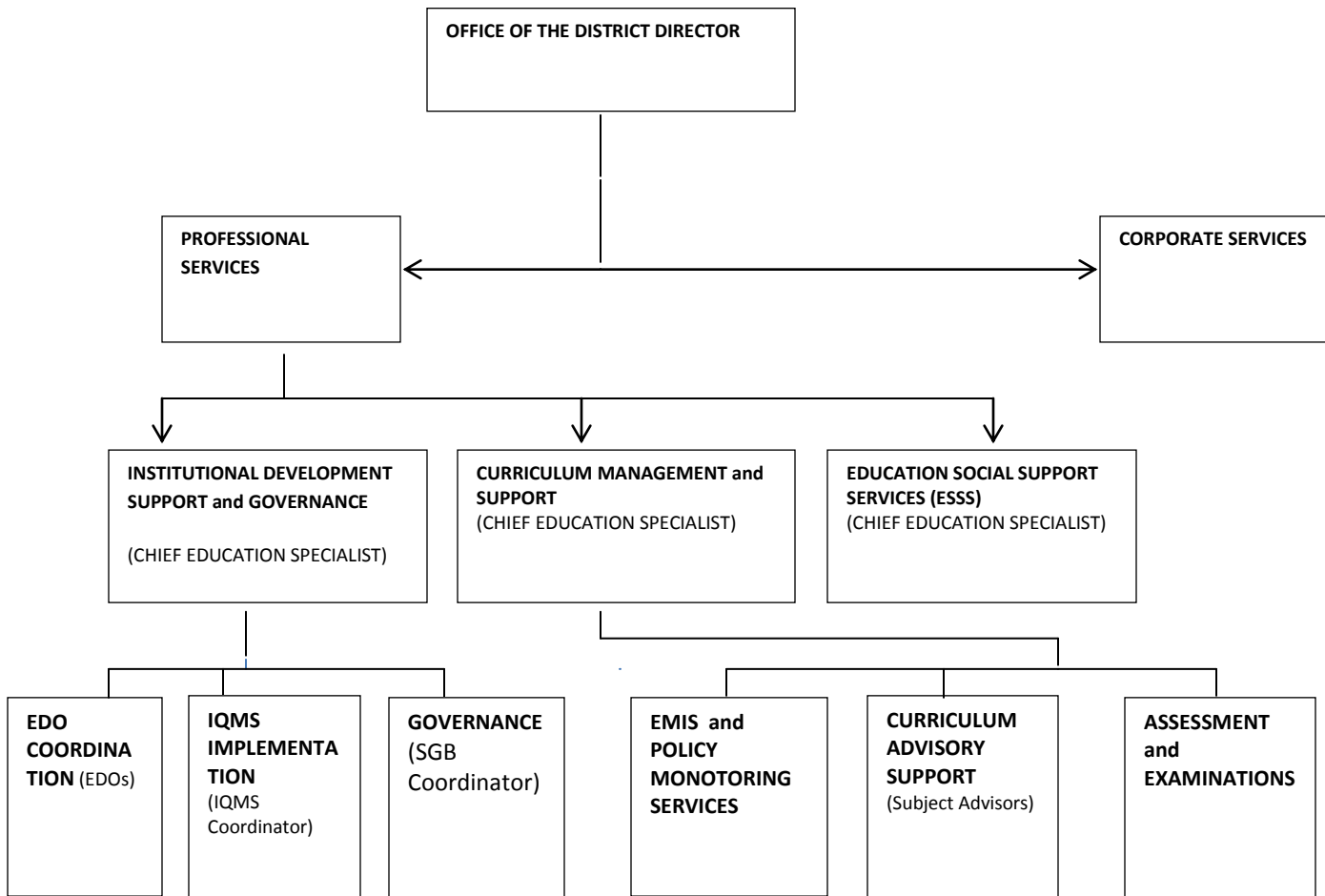


Figure 2.1: District office structure (Professional services)(DoE, 2006)

In the Eastern Cape, district offices are complex institutions of the DoE in that they comprise of different sub-directorates which deal with cooperate services (administration, human resources management, assets and finances) and professional services (DoE, 2008). The professional support service includes the Institutional Development Support and Governance (IDSandG), Curriculum and Education Social Support Services (ESSS). Within IDSandG there are Integrated Quality Management System (IQMS) and Institutional Support and Development or EDO coordination sections. This study focused on the professional support services, particularly IQMS, Curriculum and EDO coordination. In the district organisational structure IQMS

Coordinators are located in the IQMS section. All the sections in the professional support are school support services and their task is to ensure quality teaching and learning in schools (DoE, 2008). Khosa (2010: 21) notes that,

“The role of districts in provincial education systems is to support schools with resources, systems and professional development and monitor their utilization of inputs and achievement of targets. However, the understanding of this role and how to discharge it differs from one province to the other and among the various districts within the same province. There is no common framework for staffing, resourcing and programming districts”.

The above diagram depicts that there is an integrated way of supporting teaching and learning at district office level. All these sections operate in silos and the approach is one way traffic top-down approach as communication lines indicate whereas they have common purpose. This study, therefore, investigated how district offices support teaching and learning in schools in the Eastern Cape Province in the absence of a coherent national policy framework that illuminates how they must support teaching and learning in schools. In other words this study looked at how the different district offices in the Eastern Cape go about supporting teaching and learning in schools. It explored the methods and strategies that are employed by district officials with divergent planning and action plans in the school support services in supporting teaching and learning in schools. In exploring the methods and strategies the study hoped to come up with research based framework that would help district officials in the professional services to execute their duty of supporting teaching.

2.6.2 District support for schools through Education Development: The work of EDOs

The purpose of the post is to provide institutional development, support and management to schools within the district (DoE, 2008).

The role of Education Development Officers (EDOs) includes managing administration and pedagogical issues in the schools. This means that they are like general managers who have to see to it that schools run efficiently and effectively. Amongst administrative

issues that have to be managed on one hand are, basic functionality of the schools which includes seeing to it that they have policies and these policies are implemented, rules and procedures in schools and that these rules are followed. Secondly they have to ensure that schools are well resourced in terms of material and human resources. Thirdly they have to oversee that schools governance is properly run and school finances are properly managed and lastly EDOs have to establish a sound relationship between each school and its community (DoE, 2008). On the other hand EDOs have to manage professional issues that include management of curriculum and learners achievement. On the management of curriculum EDOs have ensure that teachers are delivering curriculum in schools in line with departmental policies (Ibid, 2008). EDOs are basically tasked to ensure that educational institutions within their circuits are in all respects, functioning. This includes management of curriculum delivery and implantation of IQMS.

It can be argued that from the job profile of EDOs that their support seems to be directed at school level, to the principal and his/her management team. EDOs do not appear to be required to have direct access to the 'shop floor' the classroom, where teaching and learning take place.

2.6.3 District support for schools through Subject Advisory services: The work of Subject Advisors

Subject Advisors are expected to provide professional support to schools by assisting educators in their work of teaching. The core function of Subject Advisors is to manage curriculum delivery by educators in schools in their jurisdiction. Unlike EDO, Subject Advisors are subject specialists and their role is to support educators in the subjects in which they have specialised. It is expected that Subject Advisors give assistance, advice and guidance to educators who teach their subjects (DoE, 2009). Subject Advisors are also expected to assist in the monitoring of assessment of learners. They have to see to it that teachers are doing their work in line with provincial guidelines, conduct school based continuous assessment (SBA) moderation and that all teachers

avail themselves for external continuous assessment (CASS) moderation. This means basically Subject advisors are responsible for the support and monitoring of teaching and learning and assessment in schools. The functions of Subject Advisors are summarised in the provincial curriculum guidelines (DoE, 2005:5) as follows:

To orientate and train teachers

To support teachers on Learning Area/Learning Programme/Subject content

To develop and distribute relevant curriculum materials

To provide teachers with effective on-site support

To assist teachers in curriculum planning and delivery

To promote professional development of teachers

To establish and maintain curriculum structures

To develop effective communication strategies

To establish and maintain relevant statistical databases

To monitor and evaluate curriculum programmes

To develop and implement Work Plans and Work Plan agreements in accordance with provincial curriculum guidelines number 4 of 2005.

When they orientate teachers they should ensure that teachers develop a thorough knowledge and understanding of policies, through training. They should plan and conduct orientation and training programmes for teachers and attend to logistical arrangements in preparation for training in the districts. They should orientate teachers on curriculum policy and practice as prescribed by the National/Provincial Department of Education and train teachers in the use of policy documents and curriculum support materials (DoE, 2005).

They should support teachers in improving their knowledge and understanding of the Subject and arrange and convene in-service training programmes, conferences,

workshops and seminars for teachers. Subject Advisors are also expected to assist in the formation of Subject Committees through the clustering of schools and facilitate twinning of schools in order to share resources, knowledge and experiences. They should also organise interactions and open days for peer learning and sharing of resources and formulate guidelines to assist teachers to implement policies (DoE, 2005).

In the above discussion Subject Advisors are outlined as supporting teachers on subject content and provide teachers with effective on-site support. The argument now is, whether their practices of quality management reflect what is expected of them. This study therefore sought to establish how they support teaching and learning in schools.

2.6.4 District support for schools through Quality Coordination: The work of IQMS Coordinators

For the department of education and for all teachers the main objective is to ensure quality public education and constantly improving the quality of teaching and learning (DoE, 2003). The purpose of the IQMS Coordinator's post therefore, is to empower, motivate and train educators through monitoring of IQMS implementation in schools in the district.

IQMS Coordinators are the officials in the district that are tasked to coordinate IQMS implementation in the district. IQMS is the integrated quality management policy by the Department of Education. This policy integrates three systems namely, Development Appraisal (DA) which looks into identifying educators strengths and weakness and the subsequent drafting of a programme of development for educators, Performance Measurement (PM) which focuses into the evaluation of educators' performance with the aim of granting pay progression to them and Whole School Evaluation which focuses on the evaluation of all aspects in the school including curriculum provision and learner achievement. They have to see to it that SMTs and teachers understand the

policy and that all IQMS structures at school and district level are functioning (DoE, 2007). In coordinating the implementation of IQMS in schools IQMS Coordinators should keep records of Staff Development Teams (SDTs) and ensure that SDTs have school improvement plans (SIP) and staff development plans in their respective schools. SDT is an IQMS structure that should ensure IQMS implementation at school level by developing IQMS implementation in line with provincial IQMS implementation plan. IQMS coordinators should see to it that the SIPs, a document that contains development needs of the school and educators are implemented and that Development Support Group (DSGs) of educators in schools function. DSG is the IQMS structure that should take care of the issues of development appraisal and performance measurement of educators at school level. At the level of the district IQMS Coordinators are the secretaries to the IQMS District Task Team (DTT). This is the district structure that ensures IQMS implementation in the district in terms of teacher development and policy implementation. This structure with the assistance of IQMS Coordinator compiles a district improvement plan (DIP) and should see to it that it is implemented. DIP is the document that contains all areas for intervention by district including teacher development in a particular year. DTT comprise of Chief Education Specialists from Curriculum, Human Resource Development, Institutional Development Support and Governance (IDS and G), Education Social Support Service (ESSS) and all EDOs (DoE, 2010).

In this above discussion it appears that IQMS coordinators are tasked to support the quality of teaching and learning in schools through ensuring the implementation of IQMS policy. What is not clear is how their support touches on the core business of teaching and learning more than seeing to it that DSGs and SDTs function at school level.

The theoretical frameworks discussed below should provide lenses through which we would understand district officials' support to schools. The first framework is divided

into part 1 and part 2. Part 1 has two components; the school effectiveness and the school improvement. Part two focuses on the Deming cycle of support.

2.7 THEORETICAL FRAMEWORK PART 1 EFFECTIVE SCHOOLS AND SCHOOL IMPROVEMENT

All the support that the district officials provide to schools must result in schools becoming effective, and those that are not effective to improve on their performance. Though some writers, including proponents and critics, confuse school effectiveness and school improvement, these two concepts have distinct characteristics in terms of methodology and interest (Wringley, 2006). School effectiveness on one hand can be described as the means of learner achievement and its starting point for effective school research moves from a premise that some schools are more successful than others (Samy and Cook, 2009). School improvements on the other hand, are the deliberate and sequential actions which change learning conditions and other related internal conditions of the school to provide educational goals more effectively (Harris, 2002). This section therefore discusses school effectiveness and school improvement as lenses through which quality support to schools can be seen. The two frameworks are outlined below with reference to their relevance to district school support.

2.7.1 School effectiveness

The conceptual framework that guides the school effectiveness perspective has been reprinted in a number ways. School effectiveness can be defined as the output of the school which is measured in terms of the average achievement of the learners at the end of the year (Scheerens, 2000 and Yu, 2007). One of the ways depicted by Schereens is input- process-output process where education officials put emphases on the inputs that are intended to achieve the required outcomes. School effectiveness is seen as the degree to which schools achieve their desired goals. This paradigm asserts that comparison with other schools is critical to the achievement of educational goals (Scheerens, 2000). According to Çubukçu and Girmen, (2006), effective schools use

appropriate physical environment, instructional materials and all the resources of the school for the success of learners.

Gaziel (1996: 17) further argued that:

Principals, teachers, parents, students and evaluators who have an obvious interest in assessing the existing levels of effectiveness of the staff, students and programs, would no doubt ideally prefer checklists of indicators to measure the quality of performance, regardless of context.

This means that advocates of this school of thought believe that an effective school is the one that has adequate resources channelled to bring about learner achievement. What matters to them, are the inputs and their accurate targeting of outcomes. School Effectiveness is characterised by a top-down approach and makes vague references, to 'a focus on teaching and learning'. The following figure as emulated from Scheerens depicts how the school effectiveness paradigm illuminates support given by district officials to teaching and learning in schools in the Eastern Cape.

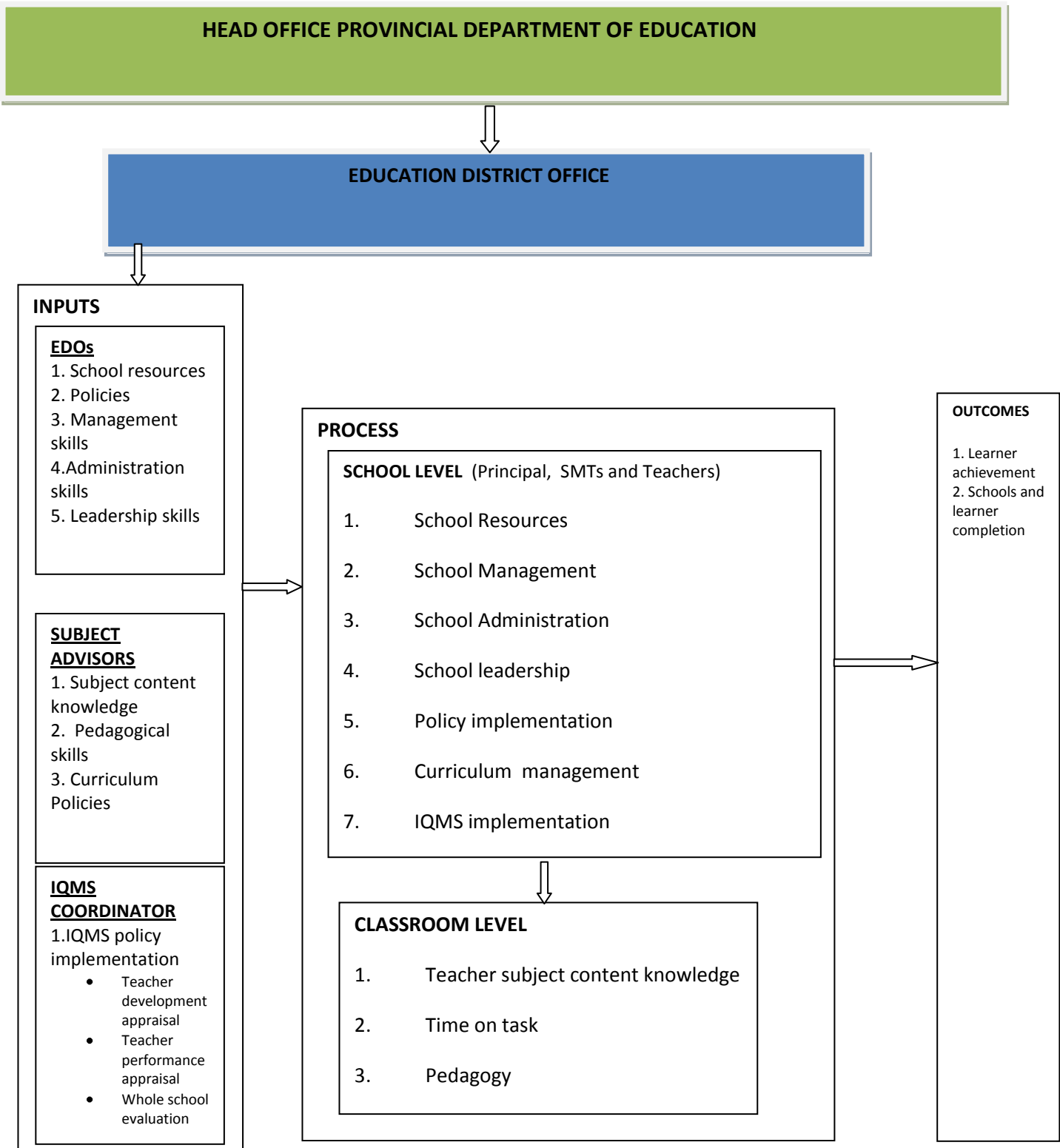


Figure 2.2: A view of district support from a perspective of School Effectiveness

In figure 2.2 above, the provincial head office is at the top of the hierarchy in the provincial department of education. At this level, policies are formulated and district offices which are closer to schools are expected to support schools in line with fixed rules and regulations that are in line with provincial legislation. It can be seen from the above diagram that district officials who work in separate corners make input in the process of quality management at two levels, that is school and classroom level. However, their input is more directed at school level than at classroom level. There is no direct link between what is happening at classroom level and the three district officials. It can be seen from the above diagram that school level processes are more intense than at classroom level where teaching and learning take place. The school level processes are assumed to impact on teaching and learning. It can also be noted that provincial head office and district offices have no direct link with learner outcomes and with the process of teaching and learning at classroom level. This means that district officials have no direct access to what is happening in the classroom where the core business is taking place.

2.7.2 School Improvement

School improvement is characterised by a 'bottom-up' orientation in which improvement is owned by the individual school and its staff. It is concerned with changing organizational processes rather than the outcomes of the school. School improvement proponents treat educational outcomes as not 'given' but problematic and see schools as dynamic institutions requiring extended study more than 'snap shot' cross-sectional studies (Hopkins, 2001 and Harris, 2002). School improvement includes collaborative activities that are aimed to develop teachers, staff, school environment and physical conditions; it does not only focus on student achievement but also on all the conditions of the school (Altun and Yildiz, 2011). (Wringley, 2006: 277) further argued that,

School Improvement involves a basic understanding that schools are complex organizations, and that change cannot be brought about by the mechanistic application of discrete measures.

This means that school improvements move from the premise that the process of teaching and learning is critical to learner output.

One of the proponents of school improvement Deming as (cited in Evans *et al* 2012) offered 14 strategies to support continuous improvement in an organizational setting. Two of these are most relevant to this study and are;

1. cease dependence on inspection, and
2. Institute training on the job

The first strategy, 'cease dependence on inspection', is relevant to this study in that inspection as discussed above is about checking how schools and teachers do their work than giving support to the processes that take place at school and classroom level. If inspection ceased this would allow a situation where quality monitoring could be considered by district officials as giving close support to the teaching and learning process. In supporting this idea, Deming (2000) strongly encouraged organizations to eliminate the reliance on inspections to force quality. According to this author "quality comes not from inspection, but from improvement of the production process" (Deming, 2000: 29). Evans *et al* 2012 further corroborated that professional development and support, appropriate and efficient processes, and stakeholder involvement encourage quality upfront. This means that Evans *et al* suggested a system that leans more to eliminate the need to inspect products and services on completion. As district leaders support and encourage leadership throughout a school system, teachers become the prime quality control agents (Evans et al, 2012).

Militello *et al* (2009) in supporting the idea of school improvement as focusing on instituting training on the job, asserted that teachers engaged in a process of concerted and collaborative inquiry driven by authentic learners' work, should develop skills necessary to tailor instruction to individual learners and respond to unique challenges of

each school, and create plans of action that positively affect learner achievement. This means that district officials when supporting teaching and learning should, as one of their strategies, put more emphasis on the training and development of educators. Figure 1.3 below illustrates the school improvement approach in the management of quality in teaching and learning.

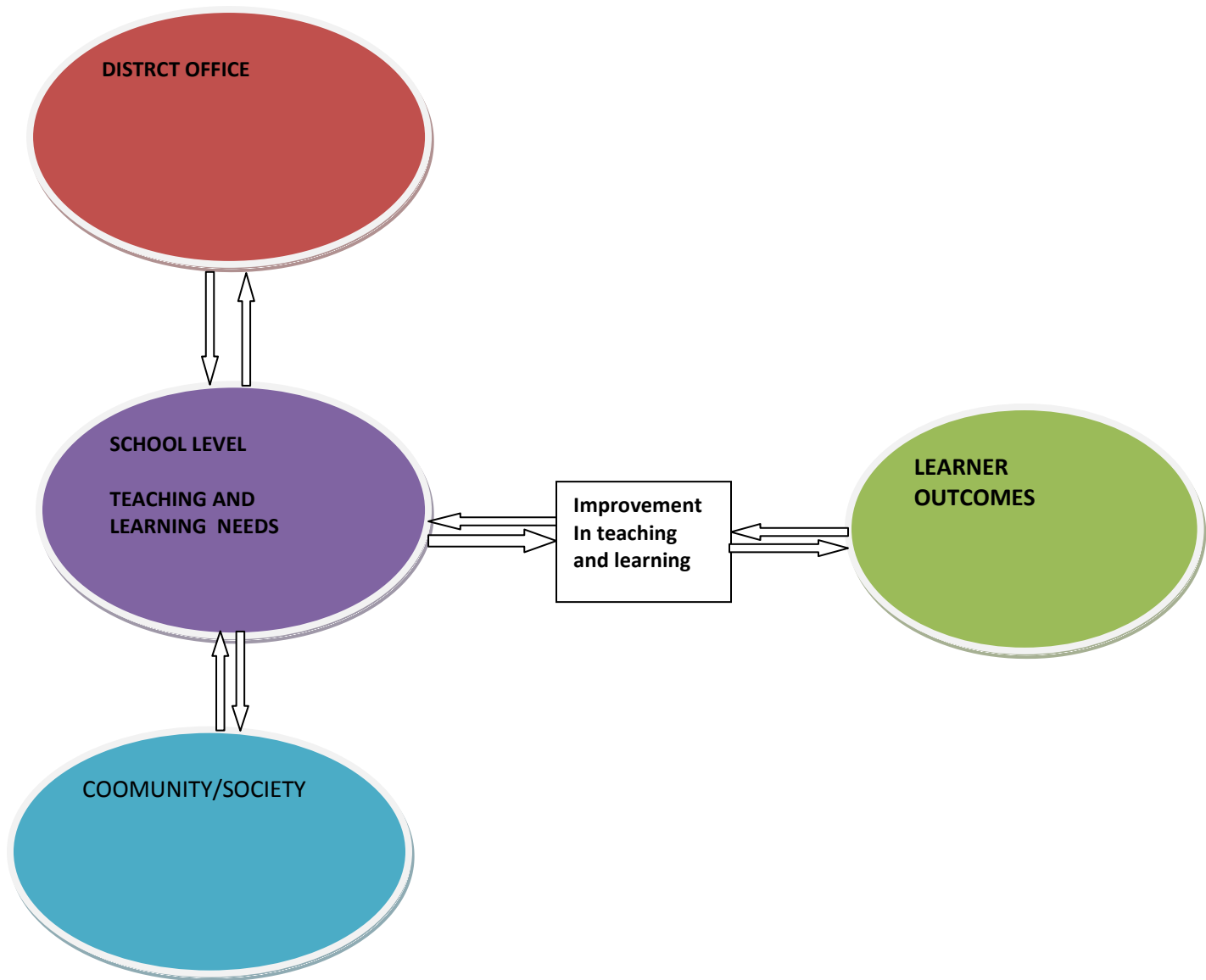


Figure 2.3: A view of bottom-up approach to support perspective from school improvement

Figure 2.3 above illustrates how the school improvement approach is implemented in monitoring quality in teaching and learning. What can be noted from the above diagram is that the link between the teaching and learning process at school and district office is two-way traffic. This means that what takes place at classroom level informs support and monitoring initiatives of district offices. The district office link with the school

community through EDOs is expected to encourage parents to have a say in their children’s education. The school improvement approach should encourage the school community and parents to have a say in what happens at school, particularly the teaching and learning process. Unlike school effectiveness that focuses on inputs, school improvement is process based. The school improvement approach is a relationship in which the interested parties put teaching and learning at the centre. All the interested parties have a direct or indirect link with each other and focus on input-process-outcome approach.

The comparison between school improvement and school effectiveness can be summarised as follows in table 2.1

Table 2.1: Summary of comparison between school effectiveness and school improvement

Characteristics of school effectiveness	Characteristics of school improvement
1. Top-down approach	1. Bottom-up approach
2. Input and output focused	2. Process focused
3. Staff concentrate on good leadership without which the elements of good schooling can be neither brought together nor kept together	3. Staff believe that learners master basic skills objectives and principal shares this
4. Focus on school based processes	4. Focus on classroom level processes
5. Focus on resourcing of schools	5. Focus on teacher training and development
6. Focus on inspection	6. Focus on support

Though school improvement is seen by its proponents as a progressive approach to educational improvement, like school effectiveness, it does not pay adequate attention to pedagogy. However, its focus on the teaching and learning process gained it more recognition from a number of scholars. School improvement is used as one of the theoretical frames of this study as it focused on how the teaching and learning process is supported by district officials. Though support from district offices in South Africa seems to reflect the characteristics of the school effectiveness framework, this study sought to establish if district offices manage quality in teaching and learning based on school effectiveness or school improvement or both.

2.8 THEORETICAL FRAMEWORK PART 2: THE DEMING CYCLE FOR SUPPORT AND ITS RELEVANCE TO DISTRICT SUPPORT FOR TEACHING AND LEARNING

Using the Deming Cycle as part of the theoretical framework of this study was relevant, as this model consists of four stages which are planning, doing, checking and acting. The four stages of the study are in line with what de Grauwe and Carron (2007) referred to as monitoring quality in education. The third stage of the Deming Cycle focuses on action which is one of the components of monitoring quality in education. De Grauwe and Carron (2007) argue that action can be preventative, corrective or reinforcement-orientated and it is an essential part of monitoring.

The Deming Cycle was developed by Juran as a model of support and monitoring. This model outlines the way an organisation should go about monitoring its work in order to achieve targets (Landesberg, 1999). This model fits well as education district offices are local DoE organisations that are tasked to support teaching and learning in schools with the aim of improving learner achievement. Deming was a philosopher who desired to provide a new way to view the world and Juran was a practitioner who desired to teach people better management practices (Landesberg, 1999). Because of their different approaches, Deming's work tends to appeal to theoretically-minded individuals,

whereas Juran's tends to appeal to the practically-minded. Deming, on the one hand, provided a new and comprehensive theory for managing organizations and human enterprises by describing production as a system of interrelationships between consumer research, design (and redesign), suppliers, materials, production, assembly, inspection, distribution, and consumers as an integral contribution. He believed that a system must have an aim, and that for an organization to be managed effectively, the aim must be clear to everyone. Juran on the other hand provided an analytical approach to managing quality by providing advice on quality planning, quality control, and quality improvement. He advocated specific management practices to encourage and foster improvements in product and service. While Deming described a systematic view of the organization, Juran prescribed how to manage quality functions (Ibid, 1999).

Since this study is concerned with education district offices and their management of quality teaching and learning in Eastern Cape schools, Deming's quality measurement frame work is used to illustrate how district officials deal with quality management methods and the processes of teaching and learning in schools. Deming adopted a framework 'Plan-Do-Check-Act' (PDCA) to measure the processes involved in developing, implementing and improving effectiveness of a quality management system to enhance customer's satisfaction by meeting customer's requirements (www.whatwe.com, 2006). "The Deming's PDSA cycle is a well-known model for continual process improvement. It teaches organizations to plan an action, do it, study to see how it conforms to the plan and act on what has been learned" (Karuppusami and Gandhinathan, 2012: 6). Since this study is underpinned on the Deming Cycle management theory, it is imperative that a brief comparison between the Juran and Deming approaches is made.

It should be noted that the Deming cycle was developed from Schewhart's framework or cycle that placed specification, production and inspection in the production process.

“The Schewhart cycle or Schewhart learning and improvement cycle combines management thinking with statistical analysis. The constant evaluation of management policy and procedures leads to continuous improvement” (Best and Neuhauser, 2006:1). Though Deming retained the idea of the cycle he expanded it to include all areas of learning and improvement (Moen and Norman, 2009). Deming in the 1950’s proposed that any business institution or organisation should be analysed and measured to identify sources of variations or defects that cause a product to deviate from customer requirement (Arveson, 1998). He advocated that an organisation’s process be placed in a continuous feedback loop so that managers can identify and change parts of the process (Ibid, 1998). This means that Deming’s approach was in line with what Juran and Godfrey referred to as ‘freedom from deficiencies’ meaning of quality. Deming’s approach was more oriented to the cost than to the income. Thus Deming was more concerned with was a system that was free from errors. He created a very simple diagram that would illustrate his proposal, the PDCA cycle. “The cycle is now clearly aimed at all types of learning and improvement and can be utilized at any level, for an entire organization or for small improvements or changes” (Moen and Norman, 2009:3).

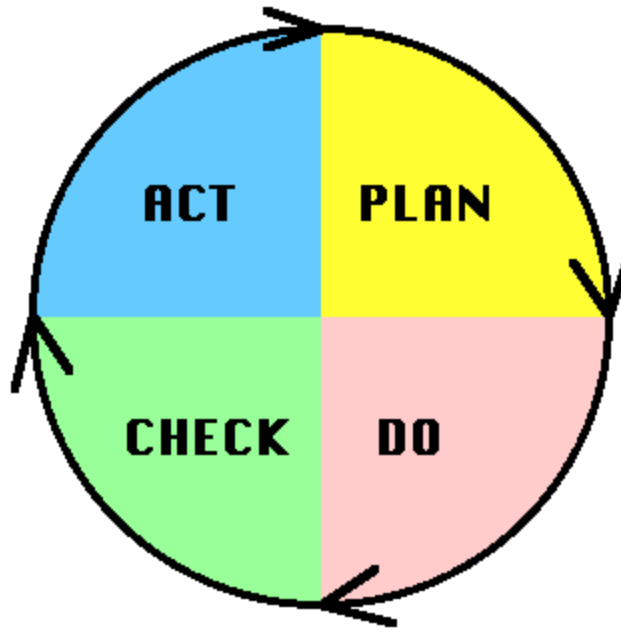


Figure 2.4: Deming's PDCA cycle (Juran and Godfrey, 1999)

PLAN is the stage where the managers are expected to *design or revise* business process components to improve results. In the DO stage the managers should implement the plan and *measure* its performance. In the CHECK stage they are expected to *assess* the measurements and *report* the results to decision makers and in the ACT stage managers should *decide on changes needed to improve* the process. (Arveson, 1998) Italics are the author's

As has been indicated earlier, the district offices are tasked to support teaching and learning in schools. Deming's cycle theory is relevant to this study as the study seeks to investigate how district offices as education organisations plan, implement, check or study and act on matters of supporting quality teaching in schools. The main question that this theory addresses is how district offices support quality teaching and learning in schools. The study looks at how they plan, do, check and act on issues of supporting quality teaching and learning.

2.9 CONCLUSION

This chapter reviewed literature and the covered main concepts of the study. The concepts of district support and related terms of 'inspection', supervision and monitoring were covered. It also reviewed literature on relevant conceptual frameworks that focussed on perspectives of quality management in education as viewed from school change theories of school effectiveness and school improvement. The chapter ended by outlining Deming's cycle of support.

CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN

3.0 INTRODUCTION

This chapter discusses the research methodology that was used. It discusses the philosophical orientation within which this study is anchored. This is followed by an outline of the design used. This section is followed by a narrative of methods of data collection and fieldwork methodological issues and how they were resolved. This is further elaborated on in the section on research quality that covers issues of reliability and data trustworthiness. The chapter concludes by discussing the ethical considerations guiding this study.

3.1 RESEARCH ORIENTATION

Research is an activity that lays claim to knowledge production; such claims raise ontological and epistemological issues and characterise debate and practice in research methodology. This section discusses the ontological and epistemological issues that this study grappled with. Ontology is the philosophy that studies reality. It focuses on questions such as what we believe about the nature of reality and raises debates concerning the possibility of singular, verifiable reality and truth versus the inevitability of socially constructed multiple realities (Patton, 2002). It interrogates the nature of reality. Epistemology is the branch of philosophy that looks into the nature of knowledge and truth. It focuses on questions such as how we know what we know and how that knowledge is produced. Over the years, researchers have produced different methodological positions based on their ontological and epistemological orientations. Van Rensburg (2001) argues that the different orientations have developed into a number of traditions that have characterised the research enterprise which have been referred to as paradigms.

3.1.1 Positivist Paradigms

Positivists argue that only those phenomena that are observable can validly be identified as knowledge. (De Vos *et al*, 2005). Positivists assert that the best way of generating knowledge is through scientific methods in which things are only meaningful if they are observable and verifiable (Cohen *et al* 2000 and Anderson, 1998). Researchers of this school of thought formulate hypothesis from theory and then collect data about the observable consequences of the formulated hypothesis to test its validity in the real world. They are often referred to as researchers of the scientific method and they emphasise the measurement of behaviour and prediction of future measurements. They are therefore quantitative researchers (Anderson, 1998). Although this study was not guided by the positivist paradigm, it drew on the positivist rigour of the scientific method, which means that it adhered to the canons of rigour and scepticism in carrying out the work. This stance guided the way in which the interviews and observations were carried out.

3.1.2 Post-positivist Paradigm

Post-positivists propose that values and perspective are the important considerations in the search for knowledge (Anderson, 1998; Mouton, 1996 and Mouton, 2005). “The post-positivists are inclined to work in naturalistic settings rather than under experimental conditions. The approach is holistic rather than controlling and it relies on the researcher rather than precise measurement instruments as the major means of gathering data” (Ibid, 1998). While this paradigm retains some of the positivist ontology of reality being measurable and ‘out there’, it accommodates qualitative aspects and the fact that not all reality is measurable. In the case of this study, the research questions did not lend themselves to a post-positivist study as they mainly focussed on qualitative aspects of reality. However what comes close to a positivist influence in the study is the quantitative presentation of the demographic characteristics of the participants.

3.1.3 The Post-modernist Paradigm

Post-modernists assert that knowledge is only valid when it is seen from a certain position (Bogdan and Biklen, 1992; Straus and Corbin, 1998 and Singleton and Straits, 2005). Post-modernists are qualitative researchers who believe that interpretation and writing are central features of research (Ibid, 1992). De Vos *et al* (2005) note that unlike modernists, post-modernists propose that no language, not even that of science can provide a direct window through which reality can be viewed. De Vos *et al* (2005:8) further note that “language inevitably and inherently is built on the assumptions and world-view of the social group that has constructed it and a culture of which it is part”. This orientation is relevant here, as language was used in this research and whatever is presented as knowledge is a version of the truth, and cannot be claimed as the absolute truth.

3.1.4 The Constructivist Paradigm

Constructivists move from the premise that the human world is different from the natural, physical world and that it must be studied differently (Guba and Lincoln in Patton, 2002). Patton (2002: 96) further argues that,

Because human beings have evolved the capacity to interpret and construct reality – indeed, they cannot do otherwise – the world of human perceptions is not real in an absolute sense, as the sun is real, but is made up and shaped by cultural and linguistic constructs

Constructivists assert that truth is a matter of consensus among informed and sophisticated constructors and not of correspondence with objective reality. They propose that facts have no meaning if they are outside of a value framework; phenomena can only be understood within the context in which they are studied; that findings from one context cannot be generalised to another and neither problems nor solutions can be generalised from one setting to another. Constructivists study the multiple realities constructed by people and the implications of those constructions for their lives and their interaction with others (Ibid, 2002). Constructivism assumes that

knowledge is produced from scratch by the subject knowledge and that there are no 'givens' neither objective empirical data or fact, nor inborn categories or cognitive structures.

It can be argued that through interviews, the data was produced in a constructivist fashion in the sense that within the context of an interview, both interviewer and interviewee were engaged in a process of producing data through question and answer.

3.1.5 The Interpretive paradigm and its relevance to the study

This section discusses the interpretive paradigm and its relevance to the study. This study operated within the parameters of the interpretive paradigm. Interpretivists argue that "there are ways of knowing about the world other than by direct observation and people use this all the time" (Ritchie and Lewis, 2003: 6). The researchers of this school of thought propose that perceptions are based on the human interpretation of what our senses tell us. "Our knowledge of the world is based on understanding which arises from thinking about what happens to us, not just simply from having had particular experiences" (Ibid, 2003:6).

The interpretive paradigm moves from the premise that knowing is about individuals' interpretation and understanding of their environment. It refers to research in the hermeneutic tradition which uncovers meaning and understands the deeper implications revealed in the data about people. It is one of the paradigms that underlie the qualitative research approach (Somekh and Lewin, 2005; Denzin and Lincoln, 2003 and Denzin and Lincoln, 2008). Though some of the data may be quantified, most of the data analysis is interpretive (Straus and Juliet, 1998). There are other approaches that underlie qualitative research such as the deep tradition, the critical tradition and post tradition (Hennink *et al*, 2011). Interpretivism emphasises the significance of interpretation, observation and the understanding of the social environment (Cohen, *et al*, 2000).

The researchers of this school of thought believe that “reality is socially constructed as people’s experiences occur within social, cultural, historical or personal contexts” (Hennink *et al*, 2011: 15). Scholars of the interpretive school believe that what the reader gets is not what the researcher sees or has had direct experience of, but rather what the reader gets is what the researcher sees or explains and interprets of the subject (May, 2002 and Flick, 2006).

The interpretive paradigm supersedes other research approaches in that all research is interpretive in nature. For instance when a positivist researcher studies the relationship between religion, modernity and economic development by analysing survey data, the data may indicate the correlation between the three concepts surveyed. Results may indicate that the more economically developed and modern a country is the less religious it is. Nonetheless, if one keeps on wanting an explanation and reasons, the answer cannot be found in the survey data. The researcher will have to give an explanation of the data (Denzil and Lincoln, 2008 in Hennink, 2011).

Although in reality the study was influenced, to a lesser or greater extent, by a number of paradigmatic tools of research, it was mainly anchored in the interpretive paradigm. Interviews and interpreted data constituted the empirical aspect of this thesis. Working in this paradigm entails using qualitative research methods and techniques.

The qualitative research approach includes a number of research methods such as the case study, the participatory inquiry, the interview, participant observation, visual methods, politics and ethics and the interpretive analysis (Denzil and Lincoln, 2003 and Letherby and Bywaters, 2007). In this study only semi-structured interviews and documentary analysis methods were used as explained in section 3.4 below. Patton (2002) further states that qualitative research findings grow out of three types of data: collection methods, namely, in-depth and open ended interviews, direct observation and analysis of written documents. Qualitative research informed by the interpretivist paradigm is an approach in which researchers are concerned with understanding the meaning that people attach to their experiences or phenomena within their society (Ritchie and Lewis, 2003; Bieger and Gerlach, 1996; Tashakkari and Teddlie, 2003;

Elliot, 2005; Creswell, 2003. and Bogdan and Biklen, 1992). This study sought to understand the meaning that the three district officials attach to their support for teaching and learning in schools.

3.2 RESEARCH DESIGN

This section presents the design of the study, case selection and how participants were selected from each case.

3.2.1 Case Study

A case study of two district offices in the Eastern Cape was undertaken. Creswell (2003:15) defines a case study as research in which “the researcher explores in depth a program, an event, an activity, a process or one or more individuals” Denzil and Lincoln (2003). According to Anderson (1998) a case study emphasizes and focuses attention on what can be learned from a single case specifically. A case may be simple or complex, it may be about an individual, a group of individuals, a situation, condition or system (Punch, 2003, Punch, 2006; Leady and Ormrod, 2005 and Denzil and Lincoln, 2003). Case studies are descriptive in nature and provide rich longitudinal information about individuals or particular situations and are capable of generating a hypothesis to be tested by other research methods (Adams *et al*, 1983 in Rossman and Rallis, 2003; Terre Blanche and Durrheim, 1999; de Vos *et al*, 2002 and de Vos *et al*, 2005).

According to de Vos *et al* (2005) there are three types of case studies. Firstly there is an intrinsic case study which focuses on the researcher’s understanding of the individual case. The second is called an instrumental case study. This type of study is more concerned with the researcher’s better understanding and knowledge of a social issue. Last, is the collective case study in which a researcher makes comparisons between cases with the aim of extending and validating theories (Ibid, 2005).

This study adopted both the intrinsic and instrumental case study. First, the support given to teaching and learning by the district offices was discussed and at the same time, a better understanding of how district officials support teaching and learning in schools was sought.

3.2.2 Case selection

In this section, the selection of the case and the two districts that participated in the study are outlined. This is followed by a description of the selection of participants within each case study district.

3.2.2.1 Selection of the Case Study districts

When selecting a case, it is important that the researcher carries out proper sampling as a case is expected to represent a particular population (Denzil and Lincoln, 2003 and Gomm, 2008). Sampling is a general process of social research in which a researcher designs and selects samples for study regardless of whether the research is qualitative or quantitative (Ritchie and Lewis 2003). No matter how big or small the project, a researcher will need to select people, settings or actions. In this study two districts were purposefully selected. They were selected because they had one thing in common, namely, they were among the worst performing districts in the Eastern Cape. It was anticipated that ample information, evidence and data would be forthcoming from these two districts about their attempts to support schools in order to help them improve their performance.

3.2.2.2 Selection of participants within each case

From each education district, three education officials who visit schools were selected. These were: the Education Development Officers; the Subject Advisors and the IQMS Coordinators, at district level. One school from each district was selected and from each school a principal and one SMT member were interviewed. May (2002) and Merriam (2002) suggest that the qualitative researcher must decide on the population about which inferences are to be made. Though the inferences might not be right, the

researcher knows how widely the identified sample characteristics can be inferred to the wider population (Ibid, 2002). As suggested by May (2002) I selected the participants expecting them to be representative of other district officials tasked with supporting teaching and learning in schools.

3.2.3 Case description

I purposefully selected Districts A and B which were both located in the Eastern Cape.

3.2.3.1 District A

This district is approximately 150 kilometres from the provincial head office which is located at the Steve Vukile Tshwete Complex in Zwelitsha. It has, as stated above, been counted amongst the worst performing districts in the Eastern Cape, achieving a less than sixty percent matric pass rate. This district is located in a rural area and has about 358 schools in its jurisdiction. The reason for choosing this particular district is that it is close to my home town, which would make it easy for me to conduct the research.

3.2.3.2 District B

District B like District A is not far from the provincial head office and is about 100 kilometres from my home town. It is also situated in a rural area and its size is more or less the same as that of District A. This district has for the last five years been counted among the worst performing in the Eastern Cape

3.3 PILOTING

During the process of developing research instruments, being mindful of the need for reliability, validity and consistency, I performed a pilot study using a questionnaire developed for the purpose. This study was carried out in a district other than the two chosen for the main study as its characteristics were similar

Pilot testing is done preferably with people who share the same characteristics as the actual participants of the study community but who live outside the study community (Hennink *et al*, 2011, Punch, 2003). When the researcher carries out a study in order to investigate the possibilities of undertaking a particular research study, it is referred to as piloting (Kumar, 2005 and Huberman and Miles, 20002). The pilot study is exploratory in that it seeks to gather new data and to determine whether there are interesting patterns for research in the data (Ibid, 2005). The aim of pilot testing is to “fine tune” the instrument that will be used in the actual research. In corroborating this point, De Vos *et al* (2002) state that a pilot studies is a way for the prospective researcher to orientate himself to the project he has in mind. It is therefore a prerequisite for the successful completion of a research project and an integral part of a successful research study. At this point, the researcher familiarises himself with the research instruments and ensures that they are suitable, valid, reliable, effective and free from problems (Ibid, 2002).

Since the interview questions were more or less the same for all participants, I approached one Subject Advisor and a Principal to test the questionnaire. I informed the participants of the pending research study and I made them aware that I was testing the instruments that I would be using in the main study. I outlined the aim of the pilot testing to the participants and the interview process took place after work at their respective places of residence. The interview process lasted for about one hour on both occasions. It was clear from the trial run that the instrument would work for the main research project. The pilot interviews revealed a lot of data relating to supporting teaching and learning in schools. In the subsequent interviews, it was noted that the participants responded similarly to the participants in the pilot study. Pilot testing gave me a sense of direction for the study. However, there were a few interview questions that needed modification as they appeared unclear to the interviewees. The lack of clarity also helped me to add some probing questions along with the main interview questions.

3.4 METHODS OF DATA COLLECTION

Guided by the research questions, two main data collection techniques were used in this study, namely, semi-structured interviews and document analysis. This section presents the instruments used, followed by a description of the process of data collection.

3.4.1 Tools of data collection

There are two main tools of data collection. Set out below is a summary of how the interview schedule was used. This is followed by a description of the document analysis

3.4.1.1 Interview schedules

The interview schedule was divided into three main sections. Section A covered the biographic characteristics of participants. The experience of participants was important as it would enable me to link the information they were giving me to their experiences over time.

Section B required a description of their roles and approaches in supporting teaching and learning. It was important to understand how each officer understood what his or her job was. It included information on the frequency of visits to schools, what they do once at school and how their support visits focussed on teaching and learning, their perceptions of quality teaching and learning, and if their actions reflect the attainment of the desired intention. In this section I sought to discover what they do when they manage quality in teaching and learning in schools

Section C looked at support and monitoring. The purpose was to understand how the officers balanced support and monitoring.

3.4.1.2 Documentary analysis instrument

Documentary analysis (see appendix G) focussed on support and monitoring tools that officers used when visiting schools. These included: school based assessment tools; workshop manuals and note books in which they recorded their interaction with educators.

3.4.2 Data Collection process

There were two main processes, namely semi-structured interviews and document analysis.

3.4.2.1 Semi-structured interview

This stage involved the setting of boundaries for the study and identifying the data collection strategies to be used by the researcher (Holloway and Jefferson, 2000; Creswell, 2003 and Blaikie, 2000).

Semi-structured interviews were used, where the participants were allowed to elaborate on their understanding, practices and experiences. These interviews were conducted in a conversational way between the participants and interviewer.

Cohen *et al* (2000: 267) propose that,

The use of interviews in research makes a move away from seeing human subjects as simple manipulable and data as somehow external to individuals, and towards regarding knowledge as generated between humans, often through conversation

Qualitative researchers often employ semi-structured interviews. Semi-structured interviews are organised by the researcher around areas of particular interest and allow

flexibility in scope and depth (de Vos *et al*, 2005). In this type of interview, the researcher is able to follow up on avenues of particular interest that emerge in the interview. Semi-structured interviews are suitable where the researcher is interested in the complexity of the subject or situation under research and where the issue at hand is controversial or personal. In this type of interview, the researcher has a set of predetermined questions that guide the interview rather than dictating to it. The advantage of semi-structured interviews is that the participant can often introduce new avenues for investigation (Ibid, 2005). “In this relationship, the participant can be perceived as the expert on the subject and should therefore be allowed maximum opportunity to tell his story” (Smith, *et al*, 1995 in de Vos *et al* 2005: 296).

This type of interviewing allows the participants to tell their story even beyond the questions. Consequently, I hoped to get an insight into what happens in the district offices with regard to supporting quality teaching and learning. An in-depth understanding was reached of how district officials support teaching and learning in schools. Through this method of interviewing, the perceptions, understanding and meaning that Subject Advisors, IQMS Coordinators, EDOs, Principals and SMT members attach to their support of teaching and learning were understood. Semi-structured interviews also provided an understanding of how the participants define quality teaching and learning.

During the interview process all participants were free to answer questions. This process lasted about an hour in the majority of interviews. However, the depth of explanation for some questions differed from participant to participant. Some gave such detailed explanations that they answered some questions that were yet to be asked. In some instances probing questions were not pre-planned but were a result of the explanations given by the participants. There was only one participant (IQMS Coordinator 1) who was so brief that the interview process lasted less than thirty five

minutes. In other instances, I had to probe because the participant answered some questions too briefly. Interviews were open ended so that participants could explain their feelings and experiences about supporting teaching and learning in schools.

In this study, the participants were interviewed individually in their spare time, when, it was assumed, they would have enough time to concentrate on the subject. Accordingly, appointments for interviews were scheduled to take place on weekends or during weekdays after work. It was not easy, as they were busy with their businesses. Sometimes appointments had to be cancelled and rescheduled to suit the participants. Some appointments were cancelled at the eleventh hour, leaving me at the mercy of the participants with regard to the interview times. There were times when participants were interviewed as late as seven o'clock in the evening. The interviews would sometimes start at eight o'clock and end as late as half past nine in the evening.

In trying to limit the costs of travelling, appointments would be made for two people in one district, but due to problems or the busy schedules of the participants, these appointments did not always work out and so rescheduling was necessary, which involved a lot of travelling.

3.4.2.2 Document Analysis Method

This section discusses how the data from the documents obtained from participants was analysed. Documents are sources of information both in a quantitative way by getting statistics from them and in a qualitative way by obtaining explanations through analysing the data they contain. They are referred to as “standardised artefacts, in so far as they typically occur in a particular format: as notes, case reports, contracts, drafts, death certificates, remarks, diaries statistics, annual reports, certificates, judgements, letters or expert opinions” (Wolf, 2004 in Flick, 2006:246 and Bless and Smith, 2000). Some documents are personal and others are official.

In most cases, documents are not produced for the purposes of research. Patton (2002) notes that documentary analysis is the study of excerpts, quotations, or entire passages from organisational or clinical memoranda and correspondence, official publications and reports, personal diaries and open-ended written responses to questionnaires and surveys with the aim of collecting data. The information they contain can be used for research and the researcher acquires knowledge by analysing them. When a researcher makes use of documents, he can use either solicited or unsolicited documents. In the solicited document the researcher asks people to write diaries for the next 12 months and, thereafter, analyses these to produce data. In the case of unsolicited documents, the researcher analyses documents people have in their possession (Heron, 1996; Flick, 2006 and Bless and Smith, 2006). In this study unsolicited documents, that is, support and monitoring tools of district officials, principals and those of SMT members were used. The purpose of analysing these documents is discussed in the data analysis section below.

3.5 DATA ANALYSIS AND INTERPRETATION

In this study the data were collected in two phases in accordance with the research methods indicated above. The data that were collected from both research methods were presented and analysed simultaneously in the data presentation and analysis chapter. The data analysis stage is when the researcher, having collected data from the field, sits down and begins to sort them according to themes that are in line with the research questions. Data analysis is any approach, qualitative or quantitative, that reduces the complexity of the information and comes to an interpretation of what is real and what is not real (Martin and Gaskell, 2000). According to the qualitative research school of thought, data analysis occurs when a researcher is making sense of, interpreting and theorizing data (Schwandt, 2001 and Collins et al 2000). At this stage, the researcher uses a variety of procedures and techniques to enable him/her to work back and forth between data and ideas (Ibid, 2001). As advised by Punch (2003), after collecting the data, I went back to think about the central role of the research questions.

Thereafter, I began to summarize, reduce and create variables which were in line with the conceptions of quality teaching, practices and experiences of supporting teaching and learning and factors affecting the support for teaching and learning. Schwandt (2001) suggests that data analysis should involve the process of organising, reducing and describing the data which leads to drawing of conclusions or interpretation of the data. In doing so it was possible to realise which data was needed. Below is an outline of how data from interviews and that from the documents was analysed

3.5.1 Analysis of data from the semi-structured interviews

The interviews were tape recorded and then transcribed into a dataset (see Appendix B to F.). The first step was to read through the dataset and categorise it into themes: first, those derived from the research questions; and second, those that emerged as sub-themes from the data.

Hardy and Bryman (2004) note that the major preoccupation is the paring down and condensing of the data that has been collected. The data from the tape recorder was combined with the notes that were compiled during the interviewing process and condensed into relevant themes. This means that the information was categorized and what was irrelevant was removed. The interview questionnaire was structured such that it had three main sections, which were: biographic information, the practices and politics of supporting teaching and learning in schools and the monitoring of teaching and learning. There was also a section that dealt with factors affecting support for teaching and learning. In each section there were specific questions that were in line with the main research questions. In the data presentation and analysis chapter the participants were coded and the responses from the same questions were presented and analysed simultaneously.

3.5.2 Analysing data from the documentary analysis

The data from the documentary analysis were recorded on the document analysis tool.(see Appendix G). The first step was to read through each documentary analysis tool and transcribe the data into themes based on the research questions. The documents that were analysed were the support and monitoring tools. In analysing district officials' support and monitoring tools, I hoped to get a sense of their approach to managing quality in schools. It was necessary to understand what district officials do when they support teaching and learning at schools.

Leedy and Ormrod (2005) note that data analysis in a case study involves the organisation of the details about the case, the categorization of the data, and the interpretation of single instances, the identification of patterns and synthesis and generalisation. Notes summarizing the findings from documents were made. This summation of the documents helped in their interpretation. This in turn helped to identify related themes from different documents. These themes were then connected to the themes that had already been identified from the interview questions. Documentary analysis had, to a certain extent, provided data relating to the research questions. The data collected through the documentary analysis were more or less, as indicated in section 3.4.2 above, argumentation of the data collected from interviews. For this reason, it was necessary to analyse simultaneously the data from the interviews and the documentary analysis. In analysing the workshop manuals, it was possible to understand what district officials do when they conduct workshops. The workshop manual obtained, clarified the roles of principals and SMTs as being that of monitoring and managing curriculum.

3.6 RESEARCH QUALITY

This section outlines how issues of data trustworthiness and credibility were considered. It discusses how other writers consider data trustworthiness and how I conformed to it.

Collngridge & Gantt (2008) argue that, in recent years, qualitative research has been recognised as making a valuable contribution to knowledge. It has been argued that the traditional positivistic research is unable to capture the meanings people attach to social phenomena and understand the experiential and interpretive elements of their practice. However, for qualitative research to make this contribution it has to adhere to the canons of rigour. According to Guba and Lincoln (1989) and Kock (2006) the quality of research is judged by how it achieves trustworthiness in terms of the criteria of research paradigms.

3.6.1 Data trustworthiness

When doing this study, data trustworthiness had to be established. Figure 3.1 below as adapted from Guba and Lincoln (1989) illustrates how issues of data trustworthiness were considered in this study.

Table 3.1: Adapted from Guba and Lincoln (1989) Establishing trustworthiness

Establishing trustworthiness		
	Scientific Paradigm	Constructivist
	Criteria	Paradigm Criteria
Truth values	Internal validity	Credibility
Applicability	Validity	Transferability
Consistency	Reliability	Dependability

(Rossman, 2003) proposes that data trustworthiness involves trusting the integrity and credibility of the data, and the historic criteria to judge data trustworthiness are validity,

reliability, generalizability and objectivity. In trying to conform to issues of rigour, I tried to include all the instruments that were used during the research. Further that the interviews were transcribed into a data set (see appendix A). It is argued that the trustworthiness or rigour of a study may be established if the reader is able to audit the events, influences and actions of the researcher (Guba and Lincoln , 1989).

To establish trustworthiness in a 'qualitative' inquiry, Guba and Lincoln (1989) appeal to the criteria of credibility, transferability, dependability and enlarge upon these (Table 3.1). They claim that a study is credible when it presents faithful descriptions and when readers confronted with the experience can recognize it. Attaching the transcript of interviews and the document analysis instrument that would give a full description of events would allow the reader an opportunity to recognize any experience he/she encounters.

According to Elliot (2005: 23) "while reliability is generally defined as the replicability or stability of research findings, validity refers to the ability of research to reflect an external reality or to measure the concepts of interests" This means, therefore, that there is an interrelationship between reliability and validity and that research findings should be consistent and be able to be proved as a reality. O' Leary (2004) and Scheurich, (1997) argue that validity is premised on the assumption that what is being studied can be measured, proved or captured. It involves seeking to confirm the truth and accuracy of the measured and captured data, as well as the truth and accuracy of any findings or conclusions drawn from the data (Ibid, 2004). In this study, this means that district support for schools can be measured with what they claim they do and what is said about them by SMTs and principals (see appendix A).

The analysis of documents (see appendix G) could also measure the support that is given to schools by district officials. Hardy and Bryman (2004:23) note that, “validity is concerned with the issue of whether a variable really measures what it is supposed to measure”. This means that the answers shown in appendix A as given by the district officials and SMTs gave an idea of how district officials manage quality in teaching and learning. Hardy and Bryman (2004:22) further note that, “reliability is concerned with the consistency of a variable”. Somekh and Lewen (2005) further argue that, in qualitative research the truth of the findings is established by ensuring that they are supported by sufficient and compelling evidence.

In considering the reliability of the data, two districts offices were selected and through semi-structured interviews (see appendix B to F) and documentary analysis (see appendix G) I managed to compare the variables given by participants from both districts. The data that emerged from the district officials, school based managers and documentary analysis was triangulated to measure its consistency and reliability. When the results are consistent, stable and repeated, it is said that there is reliability in the study (Holloway and Jefferson, 2000; Bauer and Gaskell, 2000; Singleton and Straits, 2005). The reliability in this study was achieved by probing questions during the interview process (see appendix B to F)

3.7 ETHICAL CONSIDERATIONS

This section discusses how ethical issues were handled during the research. Ethical issues that were considered relevant to this study were: seeking permission, informed consent, confidentiality and anonymity, voluntary participation, providing incentives, preventing harm to the participants, exercising reflexivity and deception of participants. However, it is necessary before discussing each ethical consideration to give some definitions of what ethical issues are

Each profession has its set principles that change according to the expectations of the particular society it serves (Corey and Callanan, 1993). Research, as any other profession, has its principles. Kumar (2005) notes that ethics are the accepted principles of the code of conduct for a particular profession to accommodate the ever changing ethos, values, needs and expectations of that particular profession. In a similar vein, Leedy and Ormrod (2005) note that ethical issues involve looking into the implication of focusing on human beings in the research or investigation. The principles of the code of conduct were considered when the participants were interviewed (Kumar, 2005). My ethical responsibility was bear in mind the overarching principles of honesty, integrity and respect as well as sensitivity towards the people affected by the study (Punch, 2006). It has been indicated above that ethics should accommodate the expectations of the profession. Whenever human beings are the focus of investigation, the researcher should look closely at the ethical implications of what he is proposing to do (Leedy and Ormrod, 2005 and Corey and Callanan, 1993). Ethical issues that were considered are discussed below.

3.7.1 Seeking permission

Negotiation of entry or permission seeking occurs when the researcher seeks permission to conduct research in a particular community (de Vos, 2002). Furthermore, the research site must be negotiated beforehand and the researcher should introduce himself to the people in the organisation in which the research will be conducted (Ibid, 2002). Hennink *et al* (2011) further note that permission may be sought at different levels of the organisation in which the research is to be conducted. It is important that the researcher seeks permission from different stakeholders within the study community. “Seeking this local endorsement for your study involves providing information about your research objectives, how the data will be used, who will have

access to the data, how you will ensure anonymity of the study participants and how you will minimize harm to the participants” (Ibid, 2011: 67).

In this study permission was sought from the Provincial Department of Education to conduct a study in the selected districts and this permission was granted (see appendix N). Requests for permission to conduct a study were also written to the District Directors of the selected districts (see appendix H). The District Director from district A requested a copy of the letter of permission received from the provincial head office, which was presented to him.

3.7.2 Informed consent

Informed consent involves seeking permission from participants to participate in the study (Kumar, 2005). After permission was secured from the provincial department of education, Letters were written to individual participants requesting interviews with them (see appendixes I to L). In all the letters written to participants, the purpose of the research was stated and a supervisory introductory note was attached to each. During the interview stage, I carried informed consent (see appendix O) forms, which also explained the purpose of the study. In the consent form the format of the interview was outlined, and consent to tape record the interviews was sought from the participants, All agreed and signed the consent form.

3.7.3 Confidentiality and anonymity

Confidentiality involves the manner in which the information is safe guarded and the identity of the people and the institutions involved are protected (Punch, 2006). “Sharing information about a respondent with others for purposes other than research is unethical” (Kumar, 2005:214). This means therefore that the researcher collects or

identifies a person's responses and does not essentially do so publicly. In this research the interviewees were assured that their names and the names of their districts and schools would not be publicised. Confidentiality and anonymity considerations are not only concerned with participants in the research, but also concerned with the responsibility of the research with regards to publicising the information. May (2002) noted that,

Even in those cases where the subjects say they don't care about either, or they request their names be made public in the report, both anonymity and confidentiality must not be compromised. If they are compromised, then there exists the potential for increased feelings of internal conflict about what the proper position of responsibility should be. Such conflict can lead to confusing issues of loyalty to the data themselves. This has been called the problem of invoking one's values into the research process (May, 2002: 153).

In this study issues of confidentiality were taken care of. Codes or keys were used to ensure maximum confidentiality levels. Instead of naming the district offices, they are labelled District 1 and District 2. The participants were referred to by their occupational titles and numbers were allocated to distinguish them. The information given by individual participants was not exposed without the participant's consent. This means that I was always careful about disclosing information that might embarrass the participants. Kumar (2005) states that the dissemination of information must not endanger lives, or jobs.

3.7.4 Voluntary Participation

In social research, people are often required to reveal personal information that may not be known to their friends or relatives. For this reason, no person should be forced to participate in the research process (Kumar, 2005).

"Informed consent implies that subjects are made adequately aware of the type of information you want from them, why the information is being sought,

what purpose it will be put to, how they are expected to participate in the study, and how it will directly or indirectly affect them.” (Ibid, 2005: 212).

In this study, this ethical principle was observed since the participants were not forced to participate in the research. Consent forms (appendix O) which also explained that they were not forced to participate were given to the participants and their attention was drawn to the voluntary participation clause to make sure that they understood it. No pressure of any kind was applied to the participants to take part in the research. As de Laine (2000) advised, this was to ensure that their participation was strictly voluntary and those who did participate had the ability to make such a decision.

3.7.5 Providing incentives

No inducements were offered as a means of persuading participants to take part in this study. I did explain to the participants the significance of their participation and how this study would, upon completion, suggest recommendations for the improvement of the situation. The participants were informed that the study sought to develop a research based framework that would assist district officials to support teaching and learning in schools. According to Kumar (2005) it is unethical to offer inducements to respondents. The aim is to make the participants realise the importance of the study and the benefits that would be realised (Ibid, 2005). The District Directors and principals of the selected districts and schools were informed that it was anticipated that the study would identify gaps. It was further anticipated that in the event that gaps in the system existed and were identified, a workshop would be arranged to assist the district officials in a benevolent manner.

Terre Blanche *et al* (2006) note that, benevolence consists of affirmative undertakings in response to human needs of well-being. It is a philosophical principle that obliges the researcher to maximize the benefits that the research will afford the participants as beneficence. It is a principle that advocates that participants benefit through knowledge

gained during the study and these benefits should not be in the form of a payment of money (Ibid, 2006). Kumar (2005) argues that giving the participants small gifts as a token of appreciation is not unethical. Participants should not be given gifts before the research as this is unethical.

3.7.6 No Harm to the Participants

The study did not harm the participants in any way. The information gained was used for the purposes of the study only. When the interviews were conducted, questions that could tamper with their emotions were avoided. Interview questions were directed to how they support teaching and learning in schools. Kumar (2005) argues that, social research should never injure or harm the people being studied, regardless of whether they volunteer for the study. The participants should not regret having participated in the study. Information that could lead to anxiety and harassment was not requested (Ibid, 2005).

3.7.7 Exercising Reflexivity

This aspect dealt with managing subjectivity through reflexivity. In carrying out this study, I was aware of my dual identity as 'insider', in the sense that I am a district official although not in either of the districts under study; I was also an 'outsider' as a researcher attempting to detach myself from my practice in order to research it. It was therefore important to manage subjectivity through reflexivity. Every effort was made to remain as objective as possible. This was achieved by using a technique described by Vagle *et al* (2009) as "bracketing" (committing oneself to putting aside one's own pre-understandings and assumptions and values while studying the phenomenon) and recording the participants' life experiences (Ibid, 2009). Ahern (1999) and Jootun (2009) assert that reflexivity is the capacity of any system of signification to turn back upon itself, to make itself its own object by referring to itself. It involves the realization

that researchers are part of the social world that they study and that this realization is the result of an honest examination of the values and interests that may impinge upon research work. “It is not possible for qualitative researchers to be totally objective, because total objectivity is not humanly possible” (Crotty, 1998; Schutz, 1994 in Ahern, 1999).

3.7.8 Deception of participants

Deception of participants is deliberate misrepresentations of facts, aimed at making persons believe what is not true (De Vos *et al*, 2002). Deception involves the deliberate withholding of information in order to ensure participation of participants or subjects when they would have decided otherwise had they been made aware of such information (Corey *et al*, 1993 in De Vos *et al*, 2002).

No misinformation was used to ensure the participant’s participation. Everything pertaining to the aims of the research, the reason for their selection and the choice of districts was explained. In the introduction, I was open and honest about myself, my name, occupation and home town. The purpose for conducting the study was also clearly explained.

3.8 CONCLUSION

This chapter presented the philosophical bases of the research. It covered different ontological and epistemological orientations. Although mainly anchored in the interpretivist paradigm, the chapter attempted to show how each paradigm, in different degrees, influenced the study. The chapter then went on to outline the research design, methods of data collection, data analysis and ethical considerations.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4.0 INTRODUCTION

In this chapter, the data presentation and analysis have been divided into eight sections, that is, biographic characteristics; conceptions of quality teaching and learning; participants' understanding, experiences and their practices of supporting teaching and learning in schools; the impact of district official's external quality monitoring systems on the SMT's internal quality monitoring process; district coordination of support for teaching and learning in schools; district practices in monitoring teaching and learning in schools; factors impacting on management of quality teaching and learning in schools and the summary.

4.1 BIOGRAPHIC CHARACTERISTICS OF PARTICIPANTS

4.1.1 Distribution of participants by gender

A total of 10 participants from two selected districts in the Eastern Cape were interviewed. Their distribution is shown in table 4.1 below. There were three females and seven males. Of the ten participants only one was White.

Table 4.1: Distribution of participants by gender

Site	No. Female	No. Male	Total
School 1	2	0	2
School 2	0	2	2
District A	0	3	3
District B	1	2	3
Totals	3	7	10

As can be seen from table 4.1 above, the majority of people occupying management positions at the selected schools and districts were males at 70% of the participants. In district A School 1 there were only two female participants, SMT1 and Principal1 occupying management position at school level. In School 2 there were no female respondents in management positions. At district level there was only one female at management level, the IQMS Coordinator.

4.1.2 Distribution of participants by race

Though race was not a primary variable it was important that the researcher noted the issue of race as it would form a secondary variable in the study. It was hoped that this would reveal people occupying management positions in terms of race. Of the ten participants that were interviewed in all four research sites nine (90%) of them were Africans and only one which constituted 10% was White. Table 4.2 below depicts how the participants were distributed according to race.

Table 4.2 Distribution of participants by race

Site	African	White	Coloured	Indian	Other	Total
School 1	2	0	0	0	0	2
School 2	2	0	0	0	0	2
District A	3	0	0	0	0	3
District B	2	1	0	0	0	0
Totals	9	1	0	0	0	10

The above table illustrates that management positions at the selected schools and district offices were occupied mainly by Africans as only one White participated in this study. According to the table, neither Coloureds nor Indians were represented in management positions at the selected schools and districts.

4.1.3 Experience of participants in years

Different participants have served for differing numbers of years in the DoE. Table 4.3 shows the experience in years of the different categories of participants.

Table 4.3: Illustration of experience of participants in years

Position	Total experience (years)	Experience in current position (years)
SMT 1	16	7
SMT 2	18	4
Principal 1	35	11
Principal 2	23	9
IQMS 1	17	4
IQMS 2	35	5
Subject Advisor 1	18	6
Subject Advisor 2	18	5
EDO 1	19	0.7
EDO 2	34	6
Average Experience	23	9

From the above, it is apparent that all participants have substantial experience in the employ of the DoE as there was no one with less than fifteen years of service. All of them had less than ten years in their current position except for Principal 1 who was in her eleventh year in the current position. Though 90% of them had not reached ten years in their current position they, except for EDO1 who was in his seventh month, all had exceeded five years in their current positions and therefore had sound experience in the job. The average experience in years of the participants in the employ of the DoE was twenty three years. Their average in their current positions was 9 years.

4.2 CONCEPTIONS OF QUALITY TEACHING AND LEARNING

This section gives an account of what participants viewed as quality teaching and learning. It was important that the researcher sought to establish if school based and district offices based officials have the same conception of quality teaching and learning. It was hoped that this would help the researcher understand how each participant conceived quality in teaching and learning. All the participants viewed quality teaching and learning as an activity by which teachers impart knowledge to learners with the aim of improving learners' performance.

When asked what constitutes quality teaching and learning participants gave different definitions. However, their definition had one thing in common, that of quality teaching and learning is seen through improved learner performance. They noted as follows:

SMT1 lamented that:

I think what kills us is the OBE and New Curriculum Statement. What we do, we rush for activities irrespective of learners have understood or not **(SMT1/Data set 1)**.

From this point of view SMT1 criticises Outcomes Based Education and NCS in terms of rushing the teaching process. However, it can be noted that in her criticism the point that she wanted to raise was lack of emphasis by educators on making learners understand what they are taught. This was an indication that SMT1 viewed quality teaching and learning as in the understanding by learners of what has been taught to them rather than rushing to finish the required amount of work by DoE. From this excerpt one can deduce the fact that quality teaching and learning is a systematic imparting of knowledge by teachers to learners and understanding and the effective utilisation of this knowledge by learners. It also appears from the quotation that SMT1 views the changes in the curriculum as rushing the delivery of the curriculum as teachers are required to rush for the completion of learning activities. Rather than emphasising what the learners understand during teaching and learning process.

However, SMT2 on the other side emphasised the importance of available resources and positive environment when describing quality teaching and learning. He also argued that quality teaching and learning is the appropriate use of teaching methods and teaching aids when imparting knowledge to learners.

Principal 1 noted that:

It is a situation when teachers are doing their work of teaching thoroughly in order to assist learners to achieve educational goals **(Principal 1/Data set 1)**.

One could see from this quote that Principal 1 regarded quality teaching and learning as a situation where educators are dedicated to their work of teaching learners. This means that Principal 1 viewed quality teaching and learning as something that could be achieved through teacher commitment. What became primary to Principal 1 was thorough teaching aimed at improving learner performance.

Principal 2 in affirming the above conception, argued that:

Quality teaching and learning means commitment on the part of the teachers. It also involves knowledge and understanding of the subject content by teachers **(Principal 1/Data set 1)**.

Principal 2, according to this point of view, confirmed what was noted by Principal 1 as he values commitment on the side of teachers as something that could improve learners' performance. Principal 1 and Principal 2 seemed not to be overly concerned with availability of resources. What matters most to them was teacher commitment and knowledge of the subject content.

Subject Advisor 1 argued that:

I would say quality teaching is the purposeful idea as to what exactly am I here for. Whether I am a learner or an educator and I make sure I do that especially that which is within my power regardless of the environment (**Subject Advisor 1/Data set 1**).

From Subject Advisor 1's point of view, like Principal 1 and Principal 2, quality teaching and learning was concerned with the commitment and dedication that teachers should display. However, Subject Advisor 1 did not believe that this commitment and dedication should come from teachers only but that learners too should display a high level of dedication for teaching and learning to occur effectively. This was an indication that, from this point of view quality teaching and learning is a mutual activity by teachers and learners wherein both parties show high levels of commitment.

Subject advisor 2 noted that:

You will know if quality teaching and learning has taken place through asking learners questions based on what was supposed to have been learnt since teaching is imparting knowledge to learners (**Subject Advisor 2/Data set 1**).

According to Subject Advisor 2 quality teaching and learning is value for money. This means that, what has been done during the teaching or imparting of knowledge process should yield results in terms of learners' performance and should be in accordance with the required standards. As it has been outlined in chapter two, quality was meant to measure perfection in terms of the required standard.

When asked what they understand about quality teaching and learning

IQMS1 indicated that:

You will see quality teaching through learner results (**IQMS1/Data set1**).

It can be seen from this excerpt that IQMS1, like SMT members, principals and Subject Advisors, viewed quality teaching and learning as something that must be manifested through improved learner results.

IQMS 2 argued that

It is the ability by educator to rich the outcomes that he has set successfully. This must be manifested at least by 85% of the learners in their results. So it is mastering by learners of what has been taught **(IQMS 1/Data set 1)**.

As was argued in chapter two, quality is defined by some writers as fit for purpose. Both IQMS1 and IQMS2 viewed quality teaching and learning as fitness for purpose. This means that service meets the stated purpose, which is learner achievement in this case, and customer specifications and satisfaction.

EDO 1 agreed with the above conception by saying that:

The main determinant of quality teaching and learning is the performance of the learners **(EDO 1/Data set 1)**.

EDO2 noted that:

Quality teaching and learning I would say is the imparting of knowledge to the learners and those learners being able to use that knowledge **(EDO 2/Data set 1)**.

This was an indication that both EDOs from District A and District A conceived quality teaching and learning as efforts by teachers and subsequent improved learner achievement.

IQMS2 further asserted that:

So it is mastering by learners of what has been taught. It is not only theoretical mastering but also application of what the learners have been taught. If knowledge cannot be applied you have learned nothing **(IQMS 2/Data set 1)**.

It can be noted from what was asserted by IQMS2 that both managers at school and district levels viewed quality teaching and learning as an activity that leads to improvement in learners' performance. There were those who emphasised the availability of resources such as teaching and learning materials and teaching

personnel. Some participants argued that quality teaching and learning can be achieved through the discipline and commitment of learners and teachers. Others viewed quality teaching and learning as something that can be achieved through knowledge and deeper understanding of the subject content. There may be many definitions of quality teaching and learning but what is common with them is that quality teaching means effective imparting of knowledge to learners with or without resources by teachers and the effective utilisation of that knowledge by the learners.

It can be deduced from the above presentation that all the participants, though their definition of quality was not the same, viewed quality teaching and learning as efforts by teachers at school level and the subsequent improvement in learners' performance. The data showed that the indicators of quality teaching and learning can only be seen from what learners can do in terms of understanding and utilisation of knowledge as a result of having been subjected to teaching.

4.3 PARTICIPANTS' UNDERSTANDING, EXPERIENCES AND PRACTICES OF SUPPORT FOR TEACHING AND LEARNING IN SCHOOLS

This section presents data on how participants outline their understanding and experiences of support for teaching and learning in schools. It also gives an account of the district official's practices of supporting teaching and learning in schools. It is argued in chapter two that support concentrates on monitoring and how teachers use their teaching methods and strategies (pedagogics) to deliver curriculum to learners. (James and Pollard, 2006) argue that support focuses on ways of involving learners more effectively in schools as learners and as participants with emphasis on what should happen to them during their classroom life. This section therefore gives an account of what district officials do when they support teaching and learning in schools. It thus touches on how district officials' quality management initiatives improve quality in teaching and learning.

It is argued in chapter 2 that, in SA the rationale behind the establishment of district offices was to bring education authorities closer to schools and it was expected that their role would be to make schools effective and efficient by providing education resources and professional support (Narsee, 2006). When participants were asked about their understanding, experiences and their practices of supporting teaching and learning they gave different responses.

When asked what their visits were mainly about EDO 1 indicated that:

They are about finding out about the problems that they have, check curriculum delivery, if teaching and learning has been done and challenges they encounter (**EDO1/Data set1**).

From this excerpt, it is apparent that EDO1 regards quality management in teaching and learning as something that could be achieved through monitoring the performance of the institutions and the implementation of policies more than giving support and guidance in the teaching and learning process itself. Though EDO1 indicated that he checked if teaching had been done, there was no elaboration on how he supports teachers in their work at the classroom level.

EDO2 reported that:

My visits are about school management that include school governance. I also visit schools for curriculum management. I check if SMT manage curriculum delivery. I check financial management and resources management and human resource management. I also look into the issues of HIV/AIDS management. Those are my key performance areas (**EDO2/Data set 1**).

EDO 2's visits were dominated by administrative issues, support to teaching and learning was more of ensuring the efficiency of schools and staff in terms of reaching the educational outcomes. According to him there was nothing better than seeing to it that systems of supporting teaching and learning were in place. Like EDO1, EDO2 did not touch on issues of giving pedagogic assistance and support to teachers at school level.

With regard to supporting teaching and learning in schools EDO1 indicated that it is the provision of resources to schools for them to utilise during teaching and learning process. He noted that:

Most of the schools don't have resources. Even if they want to make copies they have to come to me and I have to provide for that **(EDO1/Data set 1)**.

From EDO1's point of view support for teaching and learning are activities or efforts by district officials where schools are provided with resources they need. According to EDO1 provision of resources constitutes support for teaching and learning and the role of district officials should be that of seeing to it that resources are adequately provided to schools. This could therefore mean that EDO1 viewed quality teaching and learning as something that could be achieved through provision of resources to schools. If the resources provided are designed to support teaching and learning then they are an important part of support for teaching and learning.

EDO1, however, went further to elaborate that:

I gather the SMT and we sit around the table. I check if basic things are there. For instance their learning programmes their schedules. I also look at their school policy and if they have school timetable. I also look if they supervise the work of other educators **(EDO1/Data set 1)**

It appears from the above quote that EDO1 has in mind more than resources when he makes reference to 'basic things' that have to do with 'learning programmes' and 'school timetable' as well as 'school policy'. Support, from this point of view also means the monitoring role of the district office. It also appears that EDO1 understands support for teaching and learning as seeing to it that SMTs monitor the work of educators.

EDO2 noted that supporting teaching and learning involves taking good practices from one school and sharing it with other schools.

He noted that:

When you are an EDO you oversee many schools. You are able to compare what is happening from one school to another. You are able to share good practices of one school with the other schools. So it is not always a kind of advice that comes to you. Sometimes you pick up good practices from other schools. When you pick up something that is not good, something that might have repercussion from one school you also warn other schools about it as a way of precautionary measure. You develop other schools with something that you have picked up from one school (**EDO2/Data set 1**).

It can be argued from EDO2's point of view that the idea of sharing good practice across schools, as stated in the above quotation, is one way to support schools. However, whatever good practice is disseminated must be translated into enhancing teaching and learning. This is in line with what Lugaz and De Grauwe (2010) referred to as inspection where local office head in Benin gathers teachers and principals in regular meetings to share good practices. One of the practices that can be shared relates to curriculum management which appears to be the focus of EDO2. It also appeared that EDO1 pinpoints wrongdoings from other schools and makes them precautionary measures for subsequent learning for other schools. This means that EDO2 viewed support for teaching and learning as something that could be achieved through learning from previous mistakes.

EDO2 further reported that:

When I manage curriculum I speak to the school managers. I assist that principals should not work alone but should include the HODs and senior teachers and even other experienced teachers. This I believe will help him to manage and go deeper in curriculum delivery as this is the core business of the school. I meet with the SMT. I assist the SMTs in planning the management in a manner that ensures the expectations of each subjects are met and that the syllabus coverage is in pace with the district specifics. I don't necessarily go to the classroom as that is the role of the Subject Advisors. Mine is overall management of curriculum. I ensure that the principal and the SMT should see to it that teachers are going to the classroom and teach. I

ensure that teachers are on their toes in as far as assessment is concerned, that teachers are ready for CASS moderation. **(EDO 2/Data set 1)**.

The emphasis on curriculum management, for EDO2, is important for ensuring that teaching and learning take place and that district expectations of each subject are met. He saw his support role as one of assisting "...the SMTs in planning the management ..." in order to ensure "...that teachers are...[in]...the classroom and teach..." However, EDO2 admits that he does not actually go to the classroom. He leaves that role to Subject Advisors.

EDO1 and EDO2 further reported that educators are de-motivated and as EDOs they motivate them in their work. Both EDOs cited problems of overloading caused by multi-grade teaching, redeployment and financial problems as factors that have a negative impact on teachers' morale. EDO 1 indicated that:

I make them to perform better by supplying them with resources. I assist them on policy and I check if they plan. I check if work schedules are there and learners are doing their work as per policy. Where there are gaps I try to fill those gaps. As a person who once served as IQMS Coordinator I try and organise workshops through IQMS section so that teachers are capacitated. We also sit in the DTT and analyse educators development needs. I also go to schools with motivational speakers as educators are demotivated. Some educators are overloaded such that they resist going to their class. We go there to boost their morale **(EDO1/Data set 1)**.

It can be seen from this excerpt that EDO1 viewed support for teaching and learning as an activity of supplying schools with resources so that educators can perform better in making learners achieve educational goals. It can also be seen from the above quotation that EDO1 views training of educators on their developmental needs as something that can bring about quality teaching and learning in schools.

On their part, Subject Advisors confirmed that they work very closely with teachers. Subject Advisor 1 indicated that they support educators to be better teachers by assisting them in the work they are doing. He noted that:

We normally undertake the school support visit and then the tool that we are using is twofold. First we monitor the progress in terms of the work schedules. That is where we are at the better chance of identifying the areas where there is short falls and then once we identify those we focus now on how we can assist the educator so that educator himself/herself can perform better on those aspect **(Subject Advisors 1/Data set 1)**.

From this quotation, it is apparent that Subject Advisor 1 viewed support for teaching and learning as something that can be achieved through school support visits. This is in line with what Lugaz and De Grauwe (2010) referred to as 'pedagogical support advice' where Pedagogical Advisors in the local education office visit schools to give pedagogical advice to educators at school level. In these visits one can realise the fact that Subject Advisor 1 intends monitoring progress of teaching and learning activities in schools and the approach that he uses when he does that is reactive diagnosis as he acts upon finding short falls after he has monitored the work of educators. This means that in Subject Advisor 1's point of view, visiting schools and assisting educators in areas they identify by monitoring is the effective way of supporting teaching and learning. One could also see that Subject Advisor 1's efforts are concentrated on monitoring the work of educators as he looks into the amount of work that has been covered by them in terms of work schedules. This confirms what EDO1 indicated above that supporting teaching and learning involves monitoring the work that educators have covered in teaching the learners. It emerged from this quote that Subject Advisor 1 regards support for teaching and learning as an activity that focuses on making teachers better teachers in terms of delivering content to learners.

Although from Subject advisor 1's point of view teaching and learning support means monitoring the work of educators and assisting educators where there are gaps Subject Advisor 2 indicated that:

I support teachers in various ways. One is to workshop teachers, two I do on site support by visiting schools. So we are able to sit with teachers on one to one basis. We also have meetings with teachers at cluster level. Especially for the primary schools because most teachers are not qualified in the subject I am supporting. You can feel that teachers really appreciate your support and that makes me feel that I am making value **(Subject Advisor 2/Data set 1)**.

Subject Advisor 2 viewed support for teachers in three forms. One was through workshops, the other was in the form of school visits and the third were cluster visits. With regard to workshops, although no elaboration was given, it can be assumed that these focus on matters relating to teaching and learning. The one-on-one interaction between Subject Advisor 2 and teacher during school visits allows for closer and personalised support; whereas cluster level meetings assume that teachers work in clusters to support one another and, Subject Advisor 2 utilises these structures and events to deliver further input in terms of subject content and teaching strategies.

Subject Advisor 1 further indicated that:

To make sure that the educator that is teaching that subject is getting necessary support because not every educator is offering the subject that he or she is comfortable with because of the subject allocation and qualification to the subject but to boost that confidence I think that support is very much necessary **(Subject Advisor 1/ Data set 1)**.

It can be seen from this excerpt that Subject Advisor 1 emphasizes support for educators in teaching and learning and that he sees to it that educators are comfortable with the subject they teach. Although he did not expand on how he makes educators comfortable with their subjects it could be assumed that he assists them on content mastery and pedagogy which is core business of the existence of schools.

Subject Advisor 1 also reported that he does not only support the educator with the content but also with the methods of teaching a subject. He noted that some educators have brilliant ideas and in-depth understanding of the content but lack strategies and methods of transferring the content to the benefit of the learners. He noted that when they realise a grey area on a specific topic as Subject Advisor they go and assist that particular educator in his/ her classroom by demonstrating the best approaches and methods of tackling that particular topic. He reported that he makes use of other educators who are good in a particular topic and who are confident enough to demonstrate and where there is no one confident enough, he takes it upon himself to do it.

Subject Advisor 2 indicated that he motivates teachers and learners to do their work. He noted that:

My job as Subject Advisor primarily is assisting teachers on subject content and the other thing it goes with it is motivating teachers to do their work. I also try to motivate learners sometimes especially when teachers are faced with a problem of discipline. Though the task of motivating learners is the task of the EDOs, we do it because it impacts on the curriculum delivery (**Subject Advisor 2/ Data set 1**).

It is noted from the above point of view that Subject Advisor 2 supports educators on matters that relate to subject content and that from Subject Advisor 2's point of view EDOs are supposed to also motivate learners when they go about supporting teaching and learning in schools. What was noted by Subject Advisor 2 in relation to motivating teachers to do their work and learners in their school work is in line with what Hightower *et al* (2011) noted in chapter two that support involves placing before you something that is weakening or falling with the intention of giving life to it. Since teaching and learning should occur in a conducive atmosphere, that is, where there is a high level of motivation and discipline, Subject Advisors as it is indicated in the above excerpt, play the role of motivating learners when they seem to be demotivated.

When visiting schools both Subject Advisors indicated that they use an instrument to support educators at school. They indicated that they check on the syllabus coverage and allow educators to raise their problems. Subject Advisor 1 indicated that:

Visits are mainly about curriculum coverage, that is, how much work we have covered per term as per requirement. We normally subdivide the work schedule into terms and we use an instrument that is called a pacesetter so that an educator who might be teaching far away might know where he should be by when. So that that pace is kept up. So that by the end of the term when we are going for moderation every piece of item including assessment tasks are intact and then that educator can be assisted accordingly **(Subject advisor 1/Data set 1)**.

From Subject Advisor 1's point of view when he visits schools he concentrates mainly on the work that has been covered by educators. This could also mean that Subject Advisors 1's support for teaching and learning is informed by what he discovers in the work of educators, which means therefore that his support was tailor made for specific circumstances.

The tool used by Subject Advisors that the researcher analysed was for both monitoring and support. Whenever a Subject Advisor visits a school he/she would indicate the purpose of his/her visit in the tool, whether it is for monitoring purposes or supporting purposes. Monitoring according to the tool involved checking if educators are doing their work properly and support means giving assistance to educators in their work. On the tool the researcher realised that classroom visits, demonstration lessons, cooperative planning teaching and school based workshops are supposed to be done at school. However none of the participants except for Subject Advisor 1 indicated that they conduct classroom visits to support educators in their classroom instead as has been noted educators are reluctant to be visited in their classrooms.

Both Subject Advisors indicated that educators are de-motivated. When dealing with educators they reported that they are aware of their situation and whenever they have

sessions with them they motivate them and encourage them to do their work. Subject Advisor 1 reported:

It is very broad to say this is what we are doing but the educators in our sessions we make sure that we make a space for a general motivation for educators. There is a sense that educators generally are getting more and more demotivated. We need to have some short pep talks with them so that they can feel that what they are experiencing is not something that is unique to them but a general issue and it is acknowledged. Under those circumstances we might not put some high expectations on them we should be realistic. In a way it becomes a buy in with the educators because they might end up not even attending our sessions if we are looking to be hard on them by being unrealistic on our expectations. I think motivation with me is working. You should make sure that you make them understand that you also understand the situation that they are working under. For example some of them had their contracts terminated at the beginning of the year and some are not citizens and they are not sure whether they are in the system. On the other side we should maintain the standard in terms of expectation from them and this help to develop a trust between you and them **(Subject Advisor 1/Data set 1)**.

It can be seen from what was noted by Subject Advisor 1 that work of supporting teaching and learning in schools is affected by lack of morale amongst educators. Support according to this point of view involves motivating educators to do their work. Subject advisor 1 had to engage on exercises that deal with relationships if he wanted to achieve his objective of making educators mastering content and teaching methods. If then support includes motivating teachers to do their work it means support for teaching and learning is a complex exercise which is not just mere emphasises on mastery of content and teaching methods only, but an exercise that needs systematic application by those tasked to support teaching and learning, taking into consideration teacher circumstances. It can also be seen from this excerpt that Subject Advisor 1, because of the situations in which educators find themselves, sometimes compromised principle in terms of expectations as he did not want to be unrealistic to his fellow teachers.

Both Subject Advisors indicated that their interest is in supporting the work of educators. Subject Advisor 2 indicated that he feels great when he is able to make an impact on the wide range of learners through assisting educators of different schools. Both of them indicated that they enjoy visiting schools to assist educators in their work at school level.

Subject Advisor 1 reported that being a Subject Advisor is a dream job for him. He noted that it is the best thing so far that he has experienced and that it is also something that he still wishes to experience for a long time. He indicated that it puts him direct in the middle and that there is nothing that can make him feel he wants to assist but he doesn't know where exactly to start. He argued that being a Subject Advisor you are a field worker. That is the basic job description. He reported that they as Subject advisors assemble in the district office on Fridays normally and from Monday to Thursday they are in the field. They get to experience for example that in school A there was this indicator and they did not take it too much notice but in school B the same thing cropped out may be there is something about that. It helps them to do their homework and when they are doing feedback in terms of the results of their homework. They are better positioned as Subject Advisors because as they manage to pin point where the problem is. Even when they report to their supervisors they have first-hand information and that allows them to develop a trust in them.

In chapter two Khosa (2010) argued that the role of districts in provincial education systems is to support schools with resources, systems and professional development and monitor their utilization of inputs and achievement of targets. Though this is clearly outlined Subject Advisor 1 and Subject Advisor 2 seemed not to view support for teaching and learning as a process of establishing systems. However, it appeared that they do support teachers in terms of professional development and monitoring of inputs though their support was mainly a reaction to problems raised by educators.

District professional inputs also come from IQMS officers. When asked what they saw their support role to be IQMS1 and IQMS2 indicated,

IQMS1 noted that:

When I visit a school I support educators on policy implementation. I also do mini workshops **(IQMS 1/ Data set 1)**.

IQMS 2 reported that:

When I go I look at first of all proper understanding of the policy. I look to see the year plan their, activity plan. I check how they document and their filing. I also look at their development plan if they review their development plan. I check to see whether they have got all the minutes recorded and the summative scores recorded and work from that as base for development **(IQMS 2/Data set 1)**.

It can be seen from these excerpts that IQMS1 and IQMS2 had different views of supporting teaching and learning. IQMS1 on one hand viewed support for teaching and learning as a way of assisting educators on policy implementation through conducting mini workshops. It can be noted that IQMS1 viewed support for teaching and learning as something that can be achieved through engaging educators in workshops. IQMS2 on the other hand viewed support for teaching and learning as checking the documents educators use when they teach and if developmental activities occur among educators. What can be seen in the above quote as confirming the conceptions of other participants is that IQMS2 viewed support for teaching and learning as involving monitoring the work of educators in terms of planning and work coverage. It can also be seen from the above quote that IQMS2 focuses her support on seeing to it that teachers have plans to develop each other at school level and if these plans were implemented.

Both IQMS 1 and IQMS 2 indicated that they like dealing with developmental needs of educators. IQMS 1 noted that he enjoys interacting with educators and conveying messages to them. IQMS 2 on the other hand emphasised teacher evaluation though she was unsure if the system is actually doing what it was introduced for.

She indicated that:

I think what is interesting about it is the fact that teacher evaluation is necessary to ensure quality education but I am not very certain that the system actually achieves that goal **(IQMS 2/Data set 1)**.

From IQMS2's observation, though she did not elaborate IQMS policy does not seem to assist in the enhancement of quality teaching and learning. It could be assumed that schools had problems in implementing IQMS or the nature of the system itself cannot effect quality improvement in education.

Both IQMS1 and IQMS2 reported that when they visit schools they see to it that there is understanding and proper implementation of the policy. IQMS 2 further noted that she checks if schools have year plans, development plans and if proper filing is followed. With regard to the role of IQMS Coordinators of supporting teaching and learning IQMS1 indicated that he mentors educators and assists in their training which is based on their developmental needs. He further noted that he supports educators by interacting with them and giving them necessary documents. During the supporting of teaching and learning process IQMS1 indicated that he emphasises the application of performance standard one to four as these relate to teaching and learning. IQMS2 indicated that she views their role in supporting teaching and learning as that of assisting educators in curriculum and governance issues by linking with Subject Advisors and EDOs. She noted that:

First and foremost all the policies must be in place and all the teachers must have work schedules and lesson plans and these must be reviewed regularly. I also think that there must be a management plan of test and exams well in advance. I consider all exams and test to be set up to standard and moderated. I also see if the memorandums are compiled in time. Syllabus coverage is very important. As IQMS coordinator you play a major role as performance standard one to four are about teaching and learning. I talk about issues of positive learning environment, if classroom is conducive for teaching. I talk about the things that should be hanged on the wall. If the posters hanged against the wall are relevant. I talk about issues of spacing in the classroom. I do this in my training. I don't necessary go to somebody's classroom. I do this for them to raise a bar. I talk about issues of discipline. I explain performance standard one to four **(IQMS 2/ Data set 1)**.

It can be seen from this that though IQMS2's role is that of supporting teaching and learning in matters that pertain to policy implementation, what also matters most was conducive classroom atmosphere for teaching and learning to take place effectively. Both IQMS1 and IQMS2 emphasised the application of policies of teaching and assessment.

IQMS1 and IQMS2 indicated that they sometimes have sessions with SMTs and both of them indicated that when they have sessions with SMTs they explain their roles with regard to monitoring the implementation of IQMS process. They indicated that they emphasised that SMT are part of Development Support Groups (DSGs) of their respective subordinate educators. Both IQMS Coordinators were unsure of how often they have sessions with SMTs and they confirmed that they rarely have sessions with SMTs. IQMS2 complained that it is not always possible to have sessions with SMTs as there is a dire shortage of staff in her district. She lamented that she has to deal with administrative issues in her section.

IQMS1 and IQMS2 indicated that educators' morale is very low so they motivate educators and encourage them to be positive about their work. IQMS2 further noted that she encourages educators to be independent and self-reliant. She reported that she encourages educator to find role models if they don't have one and try to do their best without always seeking assistance from somebody else. IQMS1 argued:

Heyiabantuabaninzibadiniweyilentoyokutitshaabanyebayayiyeka le nto. [English translation, this means that many educators are sick and tired of teaching and others are resigning from this thing] (IQMS1/Data set 1).

It can be seen from this quote that, according to IQMS1's observation, teachers are sick and tired of the teaching profession and they leave it for other jobs. This means that if teachers are fed up with what they are doing, they may not produce the kind of results

that the DoE is expecting from them. This may lead to or affect negatively on how district officials support teaching and learning in schools.

It can be seen from the above presentation that the selected district officials' understanding of supporting teaching and learning in schools was about checking the work of educators. The data also showed some district officials viewed supplying schools with resources as a way of quality management. It became clear from the data that support for teaching and learning was done by Subject Advisors. However, their support was dominated by checking policy implementation in terms of work coverage by educators. It also emerged from the data that though Subject Advisors visit schools for support they in most cases do that on request or when there is a problem with results. IQMS Coordinators understood their role as supporting teaching and learning in terms of how IQMS policy should be implemented and EDO understood support for teaching and learning as provision of resources and management of curriculum.

4.4 HOW DISTRICT OFFICIALS' EXTERNAL QUALITY MONITORING IMPACTS ON THE SMT's INTERNAL QUALITY MONITORING PROCESSES

It was important that the researcher sought to establish whether district officials' external support for teaching and learning systems impact on the internal quality monitoring process by SMTs in schools. To achieve this the researcher asked SMTs and principals questions that sought to establish how they support teaching and learning in schools, and if their internal teaching and learning support practices are influenced in any way by district officials external teaching and learning systems. When asked how she supports teachers in her school SMT1 indicated that,

We check their work. *Mmh*. I support them by showing what to do and tell them that they should finish the required work in a specified time frame **(SMT1/Data set 1)**.

From the above quotation, it is obvious that SMT1 confirmed what district officials indicated they do in supporting teaching and learning in schools as, like district officials, her supporting for teaching and learning was characterised by checking if educators do their work within required time frames. This was an indication that external support for teaching and learning which is characterised mainly by checking was internalised at school level by SMT1. One could also see that SMT1 did not concentrate on how educators do their work but on what they do and when.

SMT2 further noted that:

AS SMT members we have various roles. We do administrative tasks in the school. One is also expected to give support to educators. If educator has a problem that educator has to come to the Head of Division (HOD) and the HOD should assist him in the approach to a particular lesson. Secondly we monitor the work of educators. As SMT you also assess the work of educators checking how they are doing their work. We also observe educators in the class. We moderate the work of educators and that of learners. We for example check the work of educators on monthly bases. We check controlled tests. When the learners write a test the teacher must first submit it to HOD and as HOD you moderate it. You check questioning by educators and answering by learners. They also submit memoranda of the tests. Sometimes it happens that the questioning is vague and as HOD you assist the educator and restructure that particular question. Sometimes teachers make learners to write tests on topics they have not taught but because they have to have **(SMT2/Data set 1)**.

In SMT2's point of view, support for teaching and learning is assisting educators in their work. However, his quality monitoring initiatives were largely dominated by checking the pace with which the educators do their work. This was an indication that SMT2 like his counterpart SMT1 and district officials understood support for teaching and learning as entailing checking and monitoring the work of educators. He further noted that he assesses and moderates the work of educators using a moderation tool.

When asked how often Subject Advisors visit the school, SMT1 reported that Subject Advisors come once a quarter and that sometimes they don't come at all. Whereas SMT1 indicated that these district officials rarely visit her school SMT2 in District B

indicated that they come only when they are invited by the SMT or the educator concerned. SMT1 also reported that Subject Advisors come with EDOs but their visit is not of assistance to educators.

Subject Advisors come with EDO once in a six months period. Even though they come they don't give us help. If we are having a problem they don't give us assistance. For instance with the Technology we are having a problem they don't assist us. Though teachers have problems with new subjects such as Technology and Arts and Culture Subject Advisors do not give teachers help when they come to school **(SMT 1/Data set 1)**.

It can be seen from this excerpt that SMT1 does not see school visits by Subject Advisors as of value to her in terms of supporting her in teaching and learning. One would perhaps say SMT1 believes that Subject Advisors' visits be specifically designed for assisting them in the core business of teaching and learning and that when they come to school they should deal specifically with issues that relate to subject content and teaching methods.

When SMTs were asked what the district officials visits were about, SMT1 lamented that they come and check administrative issues like log books, teacher attendance registers, policies and learner attendance registers. SMT 2 noted:

They come and check administration. They check school readiness for tuition and basic functionality of the school. They check learner registers, teacher registers, availability of stationery and if we have ordered text books and if these have been delivered. They also check school policies. They even check if teachers are ready in terms of syllabus coverage **(SMT 2/Data set 1)**.

This was more of a confirmation of the fact that district officials come to school to check administrative issues rather than coming to support educators in the core business of teaching and learning.

When SMTs were asked to explain how they assist educators to be better teachers they gave different responses.

When asked how district officials support them on issues relating to teaching and learning Principal 1 reported that:

In most cases they support us through workshops and through calling meetings. We meet EDOs and Subject Advisors in these meetings. They call us in different kind of meetings like they have recently called us with the aim of boosting the newly appointed principals in matters of supervision. When they visit a school EDOs come with Subject Advisors. They begin by calling the SMT and state what their visit is about. Subject Advisors divide themselves among phases different in the school. Their visit is about supporting educators not inspection. They want to assist and would want us to put our problems to their attention, but we as educators we are sometimes not willing to disclose our problems **(Principal 1/Data set 1)**.

From the above quote it is apparent that EDOs and Subject Advisors when they support schools do so through workshops and through calling meetings. It could be noted that in these workshops SMTs are taken through teaching and learning management roles as this was evidenced by some workshop manuals that the researcher analysed. There were also inductions of newly appointed principals in these workshops. As indicated earlier, the approach of the Subject Advisors was more like a retrospective diagnosis approach which means therefore that their support was more reactive than proactive.

Principal 2 noted:

From the EDOs the support that we get is that they come and check if there are policies at school. They check if the policies are being implemented. They check if there are shortages of educators. They also ask the problems that are crippling results in our school as to help if they are able to do so **(Principal 2/Data set 1)**.

Even this excerpt confirms what Principal 2 indicated above that district officials act on what they have found during their support visit. There was no pre visit that the principals noted where the district officials come to school to support teachers on issues of

discipline and commitment building, rather in most cases they come to check if the school functions in terms of availability and implementation of policies.

Principal 2 further argued that:

EDOs are responsible for supporting the schools. Their main job should be developing the school holistically. They should be able to develop the principal. They should make sure that everything that is needed by the principal they supply it. EDOs should be able to see to it that there is discipline at school on the side of the learners and teachers as this determines the performance of the school. They should make that departmental policies are correctly and consistently applied. They should not come only when there is high failure rate **(Principal 2/Data set 1)**.

It can be noted from Principal 2's view that EDOs are people who should have an holistic understanding of the school. EDOs according to Principal 2 are people who should supply all the material resources that are needed by schools and that they should assist principals on issues of discipline in schools. However, principals did not report anything beyond supplying of resources that the EDOs should do in supporting teaching and learning process. This means that the selected EDOs and Principals have common understanding with regards to the role that the EDOs should play in supporting teaching and learning. Their understanding does not go beyond resourcing of schools. It does not touch on what Khosa (2010) defines as support for teaching and learning involves supplying of resources, their utilisation, establishment of systems, teacher development and monitoring of inputs and targets. He also reported that departmental officials are not adequately supporting principals. He noted that:

Another challenge is that lack of interaction between the schools and departmental officials and lack of support to the principal by Subject Advisors and EDOs. It is very rare to be inducted as a newly appointed principal. The visits that are done by departmental officials are not of support to newly appointed principal. The support that is supposed to be given by Subject Advisors is very rare. It is done only on request when you request that particular Subject Advisor to come and help. They cite various reasons for not visiting schools. They say among the reasons that our district is vast and that it

is too rural. They also say it is difficult to come to my school as it is deep rural
(Principal 2/ Data set 1).

It can be noted that Principal 2 was not satisfied with the support and interaction they as principals receive from the district officials. District officials according to Principal 2 were not proactive in supporting teaching and learning in schools. They act as fire extinguishers when there is a problem at school.

Principal 1 noted that EDOs and Subject Advisors support them through calling meetings and workshops and in most of these meetings they capacitate the newly appointed principals. She further reported that when EDOs, Subject Advisors and IQMS coordinators visit schools they first meet with the SMT and explain the purpose of their visit and thereafter attend to the educators they have come to support. She indicated that when district officials come, they come to support not to inspect the work of educators, and that when they come they want educators to tell them their problems. Principal 1 noted that Subject Advisors assist educators in their classes though that is not a common practice as educators are not accustomed to be visited by district officials in their classrooms rather they assist educators in groups and in one-on-one sessions. Principal 2 argued that when district officials come they check if policies are implemented and if a school has enough teachers and resources. He noted that when there is a problem they assist where it is possible. However, he argued that:

The support that they are giving is not enough. Sometimes they come when the failure rate at grade 12 is high. They come as if they have been shocked by the fact that the school results are bad and then thereafter they disappear. They will come at the beginning of the year and at the end of the year
(Principal 2/Data set 1).

It can be seen from the above quotation that Principal 2 does not see district officials' support as of assistance to them prior to the announcement of results. The fact that

these district officials come when there is a low pass rate indicates that they, according to Principal 1, assist principals occasionally. Their support is not designed to be a continuous process throughout the year. There was no clear sense of consistent planned activities that are carried out by these district officials when they support SMTs in teaching and learning in schools rather treating support as an event.

Though Principal 2 indicated that Subject Advisors come when there is a problem with grade 12 results, he indicated that they (Subject Advisors) come and sit with the educator concerned, checking if he/she qualifies to teach that particular subject and advise the educator to arrange with other educators teaching the same subject in the neighbouring schools. He also noted that Subject Advisors, when they have time, go to class and teach. He indicated that he appreciates it when they go and teach as they are familiar with the exam papers and know how to tackle a particular topic. However, both principals indicated that Subject Advisors do not visit schools regularly and in most cases they come on request. Both principals regarded Subject Advisors work as that of supporting educators and doing regular visits to schools. Principal 1 indicated that she does not regard Subject Advisor's work as that of finding teachers' mistakes rather supporting them. Principal 2 argued that:

Subject Advisors should regularly come to schools. They should go to the classes observing how teachers are teaching that particular subject. They should check the pace with which educators are moving in their teaching. This to me will help them identify the problem on the spot. They should also check if there is discipline in the classroom and check if the learners are interested in the subject. They should commend where educators have done well. They should also be able to provide necessary material to assist teaching and learning. **(Principal 2/ Data set 1).**

From this excerpt, it is apparent that Principal 2 regards Subject Advisors work as that of closely supporting educators at school and to visit educators on a regular basis so that they could give guidance at a relevant time during the teaching and learning process. The fact that Subject Advisors, according to Principal 1's point of view should

check if there is discipline in the classroom was an indication that Subject Advisors' work is viewed as not only assisting educators to master content and teaching methods but as including dealing with issues of discipline when they support teachers in their work.

It appeared from the data that external district officials support for teaching and learning initiatives does impact on the support that is offered to educators by SMTs as both were characterised by checking policy implementation. The data also showed that district officials' support to school did not empower SMTs to support teaching and learning, which is the core business of their existence in schools. It also appeared that Subject Advisors only visit schools for support on rare occasions.

4.5 COORDINATION OF SUPPORT FOR TEACHING AND LEARNING IN SCHOOLS AT DISTRICT LEVEL

This section deals with collaboration and coordination among IQMS Coordinators, Subject Advisors and EDOs and how it is experienced at district and school level. It also deals with how collaboration and coordination brings about complementarity at district and school level. When asked about complementarity, collaboration and coordination of support for teaching and learning among SMT members, Principals, IQMS coordinators, Subject Advisors and EDOs, both SMT 1 and SMT 2 did not see any complementarity of the SMT's work by district officials. SMT1 reported that:

I don't see any complementarity since they do not support teaching and learning in schools (**SMT 1/Data set 1**).

This was an indication that SMT1 did not see any kind of assistance coming from the district officials. This means that, according to SMT1 district officials do not support educators in the manner she expects of them.

SMT 2 on the other hand reported that there is a high level of non-cooperation in his district and district officials work in separate pockets and sometimes send different signals to them. SMT2 noted that:

For example we have (Mobile Telephone Network) MTN who is supporting on a certain programme of teaching and learning. MTN says this and district officials say this. For instance on IQMS there is an official from national Department of Basic Education (DBE) on one hand who comes and says this and on the other hand an official from district office is says different thing **(SMT2/Data set 1)**.

It can be seen from this excerpt that SMT2 did not see any kind of coordinated support from the district office as different programmes directed to educators say different things. This means that district office sections that are tasked to support teaching and learning in schools do not plan their programmes together and this results in educators receiving mixed signals.

All participants viewed collaboration, coordination and complementarity between SMTs, Principals, IQMS Coordinators, Subject Advisors and EDOs as something that can be achieved through regular and constant meetings between these officials. SMT 2 asserted that:

To me collaboration and complementarity could be done through meetings with district officials and through workshops to explain how best we can work in collaboration. In these workshops we should come with ideas that will improve collaboration. Our aim is to support teaching and learning and we should from time to time have workshops so that we share experiences and come up with ideas as to what programmes we can embark on to assist teaching and learning. We should in these meetings brainstorm and set our expectations. To me this will improve collaboration between SMTs and district officials. There is no problem between SMT and principal as we are all at school and we meet when there is a need **(SMT2/ Data set 1)**.

SMT2 viewed collaboration, complementarity and coordination as something that can be achieved through regular meetings of people tasked to support teaching and learning. Participants viewed these sessions as a way of feeling the heartbeat of each one of them. It can be seen from this quotation that in these meetings the school based managers and district officials would be able to air their concerns on matters relating to support for teaching and learning in schools. It can also be noted in the above excerpt that SMT2 views regular meetings as a platform to chart a programme of action and come up with a clear and common or complementary approach as to how best to support teaching and learning in schools.

SMT1 indicated that the work of the SMTs can be improved through regular support from the district office. SMT 2 further noted that there should be induction workshops for the newly appointed SMT members so that they know and understand their role.

Principal 1 and Principal 2 indicated that the support they get from the district office is complementary to their work as it is assisting them. Principal 2 indicated that the support that they receive from district officials gives them confidence as they become clear on what is expected of them. Both principals indicated that district officials complement their work by motivating and assisting them in areas where they need support.

Subject advisor 1 reported that in his district there is a certain level of collaboration and complementarity between SMT, principals and district officials and among district officials.

Subject Advisor 1 noted:

...When we come back from school visits for example on a Friday we make the report on the curriculum platform and then fortnightly we meet with IDS and G because some of the findings are not necessarily in our domain. You might for example find that the reason why this particular educator is not doing well in his particular subject is that this educator is merely assisting in that subject. The educator allocated officially to that subject is not at school for some reasons such as health and so on. We need to inform IDS and G on that. In that platform where we meet as the multi-disciplinary structure including support service that we call ESSS we now discuss extensively **(Subject Advisor 1/Data set 1)**.

This was an indication that, as Subject Advisor 1 noted, there are debriefing sessions with other sections in the district aimed at taking each other on board on issues that relate to supporting teaching and learning.

As he was arguing for lack of collaboration and non-complementarity SMT2 noted that SMTs are the people at school level who should galvanise support for educators in their work by inviting relevant people from the district office. He noted that EDOs as well as curriculum managers should invoke the services of the relevant sections in the district office with the aim of enhancing teaching and learning in schools. Subject Advisor 2 also indicated that district officials should work hand in hand with the IQMS section as areas for development of educator are indicated in the IQMS policy.

IQMS1 in District A indicated that they normally have interdisciplinary meetings where each section reports on the findings of their respective schools on site support visits. He also mentioned that he coordinates district task team (DTT) meetings where they plan issues of teacher development at different sections of the district, together. However, IQMS2 in District B reported that this subsection in her district is neglected and that it is not part of the Institutional Development Support and Governance (IDS and G) section as it is supposed to be. She further commented that section meetings are EDO meetings and not every other subsection in IDS and G. She complained that:

This is part of the problem. If I could sit in these meetings I could tell them the schools that are not implementing and request their assistance because it is EDO who are in the DSGs of the principals **(IQMS 2/Data set 1)**.

It is clear from this excerpt that there are political issues at district office level where some officials are marginalised in section meetings. This was an indication that IQMS2 views support for teaching and learning in schools as an uncoordinated activity that is not jointly planned by educators in the district. IQMS2 blamed the manner in which the meetings are arranged where she is not included and where she feels she could make an impact in terms of coming up with support for teaching and learning strategies.

IQMS 2 further indicated that:

My role as IQMS Coordinator I think I tried to take it up a little bit further than what it is expected by tying up with EDOs in terms of governance and management and I wanted to tie up with curriculum people. First and foremost all the policies must be in place and all the teachers must have work schedules and lesson plans and these must be reviewed regularly. I also think that there must be a management plan of test and exams well in advance. I consider all exams and test to be set up to standard and moderated. I also see if the memorandums are compiled in time. Syllabus coverage is very important. As IQMS Coordinator you play a major role as performance standard one to four are about teaching and learning. I talk about issues of positive learning environment, if classroom is conducive for teaching. I talk about the things that should be hand on the wall. If the posters hanged against the wall are relevant. I talk about issues of spacing in the classroom. I do this my training I don't necessary go to somebody's classroom. I do this for them to raise a bar. I talk about issues of discipline. I explain performance standard one to four **(IQMS2/Data set 1)**.

IQMS2 believes in a joint approach in support for teaching and learning. However, there is no centre where teaching and learning support activities are coordinated at the level of the district. There is a lack of coordination of activities in District B, It can also be seen in this excerpt that IQMS1 plays a very important role in supporting teaching and learning as she deals with issues of how a positive learning environment should look.

With regard to complementarity amongst people tasked to support quality teaching and learning, EDO1 indicated that for collaboration and complementarity to be improved SMTs and principals should be capacitated so that they understand their work. He indicated that this should not end up with induction workshops only. There should be a module that seeks to empower school managers and district officials to carry out their work as managers of curriculum delivery. EDO 2 argued that district officials should understand principals and SMTs and the principals and SMTs should understand the district officials. He further argued that

Being a district official you are still an educator but at another level. It is just the role you are playing. SMTs think that district officials know everything as a result they would call you whenever and for whatever they are not clear with **(EDO 2/ Data set 1)**.

One can see from EDO2's point of view that educators regard district officials as Mrs or Mr know all and as a result they have to wait for district officials for help. EDO2 proposed a developmental approach where school and district level officials learn from one another. Such an approach would encourage pro-activity on the part of school level educators instead of waiting for districts to support and develop them.

EDO2 also noted that enabling SMTs and principals to solve problems that they encounter could enhance their performance. He indicated that SMTs should be involved and take an active role in solving the problems that they encounter. He noted that the EDO should enable them to solve their problems. EDO 2 further indicated that complementarity and collaboration between principals, SMTs and district officials could be enhanced by acknowledging the achievement of the SMTs and principals. District officials should be prepared to learn from school managers and acknowledge when a particular idea is from a particular school manager. He further argued that EDOs should not write off school managers who do not perform well, rather they should encourage them to do better by motivating them.

From the data it could be seen that the majority of participants do not see collaboration and complementarity between SMTs, Principals and district officials and among district officials. What emerged from the data was that there were no clear lines or patterns of collaboration amongst district officials. The data also showed that some District A schools hold inter disciplinary meetings which were not reported in District B. It was reported that district officials worked in silos and this resulted in clashes of programmes and sending of different signals to educators.

4.6 DISTRICT PRACTICES IN MONITORING TEACHING AND LEARNING IN SCHOOLS

It was stated in chapter two that monitoring is part of management, and in this study, quality management is described as support to schools. Participants were asked about their monitoring practices.

All participants indicated that they have a tool that they use to monitor the work of educators.

Both IQMS Coordinators indicated that they check the files of educators to see if they have plans to implement IQMS process. IQMS2 indicated that,

I don't collect data from them but I check it. I check if they have management plan, development plan, action plan to implement the SIP, the availability of SIP. I also check if they have summative timetable. I check if they do classroom observation and look into their filing system and filling in of the score sheets. It is valuable in that it shows what effect can be expected. This data will show if they understand IQMS as a development system. It will also show me the levels of commitment in the implementation of the IQMS process **(IQMS 2/Data set 1)**.

This was an indication that IQMS1's approach to supporting teaching and learning was dominated by checking on part of Juran's model of support.

EDO1 indicated that there is a tool they use to monitor the work of educators on quality teaching and learning. He indicated that they inspect teachers preparation books and learner portfolios. By doing this they are able to identify the gaps. They also check the supervision books of the SMT. Occasionally they learn that SMTs never supervise the work of other educators in class. EDO 2 indicated that they periodically arrive before the school starts. They go to check if the educators sign the attendance register and if educators arrive at school on time. He indicated that their visibility in a way supports the principals as the principal has to deal with late arrivals and omitting to sign the attendance register. In most cases, EDOs find that their principals are not strong enough to ensure the implementation of school policy. EDO 2 further indicated that,

If you go to a school for instance and ask for a school policy, the principal would simply give you a written document and if you ask about what is contained in the document you will find that the policy is not implemented or applied. If for example you go to a school that has a problem and you ask the principal how the school policy addresses that particular problem you will find that they don't know instead they would seek a foreign advice from you (**EDO 2/ Data set 1**).

It can be seen from this excerpt that EDO2 when monitoring teaching and learning in schools focuses on how the SMTs have implemented departmental policies.

Both EDOs indicated that they have sessions with SMTs whenever they visit a school. EDO 2 argued that, when they introduce a new DoE policy, they ensure that several people serving in the SMT are informed, so that they are able to complement one other when it has to be applied. He reported that he remembers one occasion when he arrived in one particular school to monitor the management of the teacher attendance register, he realised that there was a sort of resistance where educators were saying

no, no this book is policing them. He noted that even the principals themselves are giving in to pressure from educators. He gave as an example, a teacher arrived at eleven o'clock but signed the register as having arrived at eight o'clock. He stated that this book is now ineffective as it is meant to reveal the trends of late arrival and absenteeism. This makes it difficult to address absenteeism and late arrival. EDO1 indicated that when they have sessions with SMTs they ask for a supervision book and the supervision policy. He noted that everything centres on the policy and that policy should indicate the number of activities that should be done in a particular time per subject per grade.

IQMS1 and IQMS2 indicated that they have a checklist that they use when they visit schools to monitor IQMS implementation. Both EDOs indicated that they have tools that they have developed in their districts and these tools help them to see if policies are implemented and if the schools are functioning effectively, namely, time is managed, educators work is monitored, and finances are properly managed and so on. Both Subject Advisors indicated that they have tools that they use to monitor if educators are doing their work according to pace-setters. Subject Advisor 1 noted,

Like I said the pace setter is one of the tools and in that pace setter we subdivide the term itself into topics. Out of those topics we have the assessment tasks that at least that you must have a minimum of these formal assessed tasks in this term and that gives them at least a pace. Some educators might be inexperienced and they might need a push from behind so as to make them cover the work they should do. We then have moderation tools which are in their provincial assessment guidelines. There are there with them and as they are assessing they look as to how this work is being moderated at cluster and at district level. Each tool is mediated we don't just throw the tool we explain the tool to the educators. We explain the purpose of each instrument or tool **(Subject Advisor 1/ Data set 1)**.

Subject Advisor 2 further noted that they have special tools called provincial assessment guidelines (PAG). The PAGs assist them in monitoring the work of educators through studying the learner and educator portfolios. He stated that these

tools assist in that they tell when it is a test, meaning that one needs to know the features of every task such as test, assignment, project and so on. When this does not tally with that particular form of assessment, then they assist the educator by setting that particular task. He emphasised that it is necessary to know what each assessment task should be and what it should look like. Subject Advisor 2 noted that the work of monitoring teaching and learning in schools has its challenges.

It is apparent from the above that the work of monitoring teaching and learning is done through checking educators work. This is an indication that their monitoring is not in line with the definition of UNESCO (2007). According to UNESCO monitoring entails evaluating and assessing educator's work and developing a practical proposal for support and implementation of these.

4.7 FACTORS IMPACTING ON MANAGEMENT OF QUALITY TEACHING AND LEARNING IN SCHOOLS

It was important that the researcher establish what participants see as challenges in their work of supporting teaching and learning. This question, it was hoped, would further enlighten the researcher on the conditions under which the participants work both at school and district level. Though the subject of this study was about district support to schools, it was also imperative that the researcher understand what factors impact on support for teaching and learning at school level of which the district officials were perhaps unaware.

4.7.1 Educators' attitudes to district officials visits

Subject Advisor 2 reported that educators are nervous as some are not sure what is required and secondly others are unsure whether what they are doing is right or wrong.

Mostly they are scared. He argued that, educators are unique and their reception varies from one educator to another. Some receive you warmly which allows the Subject Advisor to interact freely with them. As far as principals are concerned, they don't have a problem with their visits. However, he reported that principals are reluctant about making decisions as far as Subject Advisors assisting educators in their work. He noted that principals first ask the teachers whether they require assistance from the Subject Advisors. Principals sometimes consult teacher union representatives or site stewards regarding Subject Advisors' visits, requiring the union's approval for such visits. EDO 1 noted that most of the principals and some of the educators do not want to be visited and therefore have an attitude.

They see our visit as trying to spy or find fault on them. However you will notice that after having a session with them, after having set with them that kind of attitudes changes as our visits are intended to support **(EDO1/Data set 1)**.

This was an indication that, according to EDO1's point of view, school based managers still regard district officials as people who visit schools in a fault finding mission. According to this view, school based managers still find themselves uncomfortable with district officials' visits. These visits do have a positive impact because by the time the visit is over, their attitude has changed.

EDO2 on the other hand indicated that SMTs admire their support and they want it. He noted that SMTs are being challenged by young unionised educators who challenge everything presented to them.

You know these days management is full of challenges because there are these young educators who are energetic and militant. They are unionised and some of them are executive members of their unions, site members and so on. They have those ideas the principal has to stand against for the benefit of the learners. In their minds they will be talking about democratising education but in the sense that means not going to the class regularly. They would say please Mr Principal don't police us. With us as EDOs as well if we visit a

school regularly they would say we are being policed now. We sometimes arrive at school even before the school starts. We go there to check if they sign attendance register and if they arrive at school on time. They see us as people who are policing them. Our visibility in a way supports the principals because it is the principal who has to deal with that. In most cases we find that our principals are not strong enough to stand against that, to say this is the school policy. They are not strong enough to apply the school policies **(EDO 2/ data set 1)**.

From EDO2's point of view, they have to deal with principals who are dealing with unionised teachers who resist complying with policies of the DoE. This could mean that EDOs are faced with the challenge of managing principals who cannot cope with pressure from teacher unions who see the principal, when executing his duties, as policing educators.

IQMS1 noted that educators' attitudes differ from one educator to the next. He argued that it depends on the understanding of educators and their commitment to the support that you give. Some respond positively some respond negatively. Those who respond negatively criticise the way things are done by DoE. They express frustration at the conditions under which they work such as lack of resources, lack of proper infrastructure and the condition of their communities as they work in rural areas. Further they express frustration with their financial positions and many are bored with teaching. IQMS 2 noted,

Some well accept it and others not. On the other hand there is no collaboration between us in the office as district officials. Others see you as a pain pusher and that you are taking the function of Subject Advisor or EDO **(IQMS 2/Data set 1)**.

It can be seen from this excerpt that IQMS2 view district officials as not collaborating when supporting teaching and learning. There is no common programme of supporting teaching and learning.

EDO1 reported that there is so much conflict in schools that they must solve. Educators are demoralised as they do not enjoy career progression in their careers. He also noted that changes in the curriculum affect educators and that as an EDO you have to deal with this. In trying to address these challenges he indicated that he motivates educators by telling them that changes affect everybody.

4.7.2 Lack of cooperation from stakeholders

IQMS1 and IQMS2 also noted noncompliance by educators on policy implementation. In trying to address this IQMS 2 indicated that he holds workshops on IQMS and makes follow up on-site support visits. In dealing with noncompliance IQMS 2 reported that she requests the principals who want to comply to submit the names of staff who do not want to comply to the EDO's as this act is chargeable. However she reported that nothing ever happened to the non-compliant educators. IQMS2 further reported that she clusters schools for training purposes though that arrangement is sometimes thwarted by non-cooperation from the teacher unions. She noted that sometimes when ordered by the union to desist from a particular form of training as it could cause labour action, but she ignores the instruction, the union would forcefully dismiss the educators with whom she is dealing.

EDO2 noted that he has a problem with SMTs not staying at their work stations. He also cited lack of discipline among learners and teachers and blamed parents for not assisting them with their children's schooling. When asked why SMTs do not stay at their workstations he noted that:

Well including the educators, I think this democracy, the advent of democracy have a negative impact on our educators. The educators hide behind the unions. With us as EDOs find difficulty in applying the policy forcefully. We have to adopt strategy that is appealing to the principals and educators more

that applying a policy as it is. The unions in general defend the membership irrespective of their wrongdoing **(EDO2/Data set 1)**.

It can be seen from this excerpt that EDO2 has a difference of opinion with teacher unions who resist or make things difficult for the DoE to implement its policies. EDO2 must adopt a strategy that is more persuasive and obliging. He also reported that teachers live far from their work and this, according to him, causes financial challenges as they have to deal with wear and tear of their vehicles and pay for fuel. He further noted that most educators use common transport (*bakkies*) to school and if a particular teacher misses that transport he will not make it to school that particular day. He noted that since the schools are funded by DoE there is an improvement with regard to resources. However, he reported theft and vandalism and lack of computer skills among educators as problems in schools.

Both Subject Advisors indicated that they have problems in supporting teaching and learning in schools when teacher unions do not allow them access to the schools. Subject advisor 1 lamented that,

I will be honest with you. The climate under which the department is working is not stable. Sometimes we need to be on par constantly with the social partners (teacher unions) and sometimes we are not singing the same song and unfortunately you might find that there is a decision or position that says that for us as teaching fraternity to be more effective and to get attention we will not cooperate with department. Sometimes there is a veil where you find that you continue with your programme not knowing that there is such a position and when you get to school it is only then when you learn that there is such a position and you should have respected that position **(Subject Advisor 1/Data set 1)**.

It can be seen from this excerpt that Subject Advisor 1 viewed teacher unions as hindering district officials work of supporting teaching and learning in schools. Sometimes decision that are taken at union level are not communicated to the district office and this can cause tension between teachers' unions and district officials. This was confirmed by Principal 1.:

Principal 2 noted that memorial services and meetings that are called by teacher unions during tuition time also disrupt teaching and learning in schools. He complained that,

Teacher unions also disrupt in that there are meetings that are called during teaching hours when learners are supposed to attend school. Although these do not happen quit often, when they happen they disrupt. There are also memorial services that are called by unions that also disrupt tuition time **(Principal 2/Data set 1)**.

From this quotation, it is obvious that Principal 2 viewed teacher programmes that take place during tuition time by teacher unions as disruptive to the teaching and learning process. It can be noted that Principal 2 who is also an executive member of teacher union was concerned about the, according to him, disruptive behaviour of teacher unions when it comes to teaching and learning.

4.7.3 Vastness of districts and poor accessibility of schools

Both Subject Advisor 1 and Subject Advisor 2 cited the vastness of their districts as challenges to supporting teaching and learning in schools due to the large number of schools under their jurisdiction. Subject Advisor 1 indicated that he is responsible for about 358 schools in his district. Subject Advisor 2 reported that he is responsible for 258. Both Subject Advisors indicated that they visit each school perhaps once a year and sometimes not, due to the number of schools for which they are responsible and other programmes of the district. Subject Advisor 1 indicated that they also visit schools when they are invited by particular educators. Subject Advisor 1 indicated that weather conditions sometimes make it impossible to visit schools as their district is mainly rural with bad roads. He also noted that they have a problem with transport at their district. In trying to address the problem of transport Subject advisor 1 indicated that they have

opted to club and this system to a large extent assists as they go to one school and identify problems of educators.

It also helps in many ways because once you are there it might be possible that you find the need for an educator to be assisted in another subject and if that particular Subject Advisor is there that educator is assisted on the spot **(Subject advisor 1/Data set 1)**.

It can be seen from this quotation that Subject Advisor 1 viewed clubbing by Subject Advisors as a solution to problems that are encountered by teachers. This system conveniently assist educators at school level. Subject Advisor 1 reported that in some cases it is difficult to get to schools when it rains as roads to schools are in a bad condition and not fit for travel in wet conditions.

Though both EDOs reported that they support teaching and learning by managing curriculum in schools, they complained about the large number of schools they are responsible for in their respective districts. EDO2 who manages 25 schools indicated that this, under the circumstances, is a reasonable number of schools though he would prefer 20 schools per circuit if circuits were to be re-demarcated. EDO1 complained,

I manage two circuits in my district each of which has about 25 schools. It is a difficult to manage such a big number of schools where there are also inadequate Subject Advisors for supporting teaching and learning in schools **(EDO1/Data set 1)**

It can be seen from the quote that EDO1 felt overloaded and that his work of supporting effective teaching and learning in schools could not be easily achieved. It must also be noted that EDO1 felt there were an inadequate number of Subject Advisors that, according to him, assist the process of supporting teaching and learning in schools. EDO1 also indicated that the Subject Advisors he is working with are responsible for the whole district and yet they are few in number. EDO1 on one hand indicated that he

manages to visit six schools per month; EDO2 on the other hand noted that he makes sure that he visits a school at least twice a month. EDO2 further noted that sometimes he visits one school more than twice as his visits differ in nature. He indicated that his visits are quite often to the underperforming schools.

4.7.4 Lack of resources in the district offices

IQMS1 reported that there is lack of personnel in her section which makes it impossible to monitor closely IQMS implementation in schools. IQMS1 and IQMS2 both confirmed that they do not visit schools on a regular basis. IQMS1 cited the reason for this as there are other programmes that he has to embark on such as learner verification. IQMS2, on the other hand, reported that she is unable to visit all schools in a particular year as her district is vast and rural. She also lamented that lack of personnel, other programmes she has to handle are communicated to her at the eleventh hour which jeopardises her planning.

Subject Advisor 2 complained about the clash of programmes in the district. He lamented that sometimes they are instructed by their superiors at the eleventh hour to stop everything and attend to a particular programme that is not subject specific. He cited the example of monitoring grade 12 examinations which they are not employed for. He also cited the problem of transport for those who do not have subsidised vehicles.

Both IQMS Coordinators indicated that clashing of programmes and poor planning by district offices negatively affect support for teaching and learning in schools. When asked about factors affecting support for teaching and learning IQMS 2 noted that,

Poor planning by other sections. Lack of coordination between sections at district level. Notification of programmes not in good time. Delays in procurement processes. Lack of resources such as photocopying machines, data projectors, stationery, cell phone money (**IQMS 2/ Data set 1**).

IQMS1 cited clash of programmes. He also noted the lack of resources as factors that affect support for teaching and learning negatively. EDO 1 and EDO 2 indicated that it is frustrating not to see any improvement after their efforts to support teaching and learning. Another factor that all district officials noted as negatively affecting support for teaching and learning in schools was lack or inadequate transport at the district offices.

It can be noted from the above data that education district support to schools had its challenges as teachers were in some cases reluctant to execute their job of teaching learners. It also emerged from the data that district officials find it difficult to support all schools in one year as they deal with a large number of schools. The data showed that district offices had no capacity in terms of human and material resources to support schools as there were neither adequate personnel nor facilities. It also emerged from the data that teachers' unions were in some cases making things difficult for district officials to support schools.

4.8 SUMMARY

From this presentation, it is apparent that support for teaching and learning by participants (SMTs, Principals, Subject Advisors, IQMS Coordinators and EDOs) was more of an interaction between the supporting officials and educators as all participants indicated that they interact with educators when they support teaching and learning. However, this interaction did not happen at classroom level. Participants employed different approaches to support teaching and learning and all of them were persuasive when supporting teachers in their work and their support was characterised by checking

or inspecting the work of educators more than giving assistance and advice to them. It also appeared from the data that internal support and monitoring systems by SMTs are influenced by district officials' external support and monitoring system as both systems were characterised by checking the work of educators. Even though district officials' support was characterised by checking of educators' work this was negotiated with educators. District officials tasked to support and monitor teaching and learning had to sit with educators to negotiate compliance with them. None of them indicated that they forced educators to do their work. It also emerged from the data that educators are demoralised and many of them want to leave teaching. District officials also reported that there are inadequate resources in the district offices such as transport that does not allow them to support teaching and learning effectively. All participants indicated that quality teaching and learning is the imparting of knowledge by teachers to learners and the resultant improvement of learner performance. It also emerged from the data that the district offices were more concerned with administrative issues as they focus on policy and procedural side of supporting teaching. It also emerged from the data that district officials support for teaching and learning was not properly coordinated at district office level as in some cases programmes aimed to support educators were clashing and sometimes running parallel.

All participants indicated that teacher unions impede support for teaching and learning in schools. Teachers' unions and DoE do not always see eye on eye on issues. They noted that teacher unions sometimes embark on actions that do not cooperate with the DoE and in some cases these actions were not communicated to the DoE. It also came to light that some teachers hide behind teachers unions when not fulfilling their teaching responsibilities and when they were disrespectful of the rules of the DoE. Some district officials reported that they were seen by educators as people who were spying on their work. They noted that educators do not see them as educators at the level of district office rather they see them as people who are policing them. They also reported that

union meetings and memorial services organised by unions during tuition time have a negative impact on their support for teaching and learning.

CHAPTER 5

DISCUSSION OF FINDINGS

5.0 INTRODUCTION

This chapter discusses the main findings of the study. It is divided into three main sections. The first section interrogates the notion of district support to schools from the point of view of what is understood to be core functions of district officials charged with the responsibility of delivering support to schools. The second part discusses support for schools within the framework of the officials' quality management role. The discussion ends by raising ideas that can be used to construct a framework to guide future district support to schools.

5.1 UNDERSTANDING CORE FUNCTIONS OF DISTRICT EDUCATION OFFICIALS

In chapter two it was noted that district offices are expected to deliver their mandate of supporting schools given that they have to coalesce the administrative and professional mandate (Nasree, 2006). This means that district offices were established to bring closer administrative and professional support for schools. The idea of district support was based on the view that local education offices are best placed to play a critical role in monitoring the implementation of policy in general and promotion of quality teaching and learning in particular. In chapter two it was argued that, due to the expansion of the education system there was a need to create district offices. District offices were expected to narrow the distance between supervisors and schools and supervision and support staff was created at this level (de Grauwe and Carron, 2007).

This study focussed on three officials with responsibilities for school support. The functions of the district officials can be understood by referring to de Grauwe and Carron's (2007) four supervision models that are part of the monitoring of quality in

schools. These are the classical supervision model; the central control model; the close-to-school support model and what they see as the school-site supervision model. This discussion focuses on the first three because of their relevance to this study.

Under the classical supervision model, education officers, called inspectors, are charged with the role of controlling and providing support in the pedagogical and administrative areas. Under this model the inspectors are expected to balance their control and evaluation on the one hand, and support and advise on the other.

In the central control model, officers also called inspectors visit schools as part of the central inspection body. There are no officers at provincial and district levels. This was the case in SA during the apartheid era where there were circuit offices that served the regional offices. The circuit and regional offices then served as the administrative machinery for the central head office. At circuit level, there was an inspectorate system of administration which put the schools under the control of inspectors who were antagonistic and fear inducing (Behr, 1988). Under this model, the role of the officers was to supervise schools through control. This control covered all pedagogical aspects, administration and management.” (De Grauwe and Carron, 2007:11).

The third model, the close-to-school support model was designed in an attempt to address the weaknesses of the first two. Among the main reasons for the development of this model was the fact that the classical and central models tended to treat all schools as similar units and did not pay sufficient attention to their specific environments and contexts. The idea was that, with officers available close to school, a flexible supervision service adapting itself to the characteristics of schools can be delivered, with effective schools being left to largely get along on their own while concentration can be directed towards the neediest schools. The other reason is that the third model in

particular, theoretically, placed officers at district level to make it easy to undertake regular visits. However one of the findings of this study is that despite being at district level, the officers often felt that they could not visit schools in their jurisdiction due to a lack of human and material resources at district office level, the size of districts and the clashing of programmes due to poor coordination.

From the three supervision models outlined above, two things can be said. One is that the South African model for supervision seems to draw on elements from all three, at least on paper, although none of the three categories of officers who participated in the study are called inspectors. This means that in South Africa, the inspection role is emphasised in preference to the support role. As noted in chapter two, the three district officials are expected to support teaching and learning in schools (DoE, 2008, DoE, 2009 and DoE, 2011). The third model is particularly close to the South African one in the sense that the emphasis of district officers is explicitly stated as one of 'support'.

The second point to be made is that the notion of support is elusive. It appears to have developed as a way of running away from a world-wide negative perception of the terms 'inspector' or 'supervisor', both of which were seen as old fashioned and undemocratic. In all the three models outlined above, the function of the education officers', be they called inspectors or supervisors, are to: (1) Inspect; control, evaluate and/or (2) advise, assist and support school heads and teachers." (de Grauwe and Carron 2007:6). It can be seen from de Grauwe and Carron's characterisation that the notion of support gets 'sneaked in' without explanation. How exactly they carry out the support remains unclear.

With reference to this study, the DoE summarises the three categories of officers in two main ways. One is that the officers are charged with the responsibility of providing an

enabling environment for educational institutions within a district area to do their work in line with the education laws and policy. The other is assisting principals and educators to improve the quality of teaching and learning in their schools (DoE, 2011). It can be seen that the twin obligations of the officials are focused on their administrative and pedagogical responsibilities. However, findings of this study seem to point to an emphasis on administrative functions at the expense of support for teaching and learning on the one hand and a tension between control and support on the other. This could be affirmation of the advocates of the central supervision model, who put more emphasis on - 'control'. When they criticise the classical supervision model, supporters of the central supervision system assert that it is harmful to ask supervisors to combine support and control as these are conflicting roles and render ineffective supervisors' interventions in the two domains (de Grauwe and Carron, 2007: 10). It is possible that the two dimensional role of district officials in supporting teaching and learning in SA schools is a contributor to the slow pace of improvement in learner achievement, as district officials have to juggle administrative and pedagogical support.

5.1.1 Focus on administrative functions

In chapter two it was noted that EDOs are expected to provide institutional development, support and management to schools including the management of curriculum delivery. All three officers hardly mentioned direct support for teaching and learning. For EDOs, visits to schools were mainly aimed at ensuring that schools had the necessary resources to support teaching and learning. There was also mention of curriculum management designed to ensure that teaching and learning took place and that learners were afforded the opportunity to learn through maximising time-on-task. Even Subject Advisors, whose main function is to assist teachers with content knowledge and pedagogy, seemed to fall into the trap of technicist tendencies in which the focus was on syllabus coverage. Thus, they fulfil the administrative requirement of the DoE. Subject Advisors are expected to support schools in the implementation of curriculum activities for the subjects they are responsible for. However, their checking

on the syllabus coverage overlapped with EDOs' curriculum management function. While syllabus coverage and curriculum management are important, the mere fact that certain topics have been covered does not necessarily tell us how well this has been done. The core of how teaching and learning happens in the classroom remains unvoiced. In other words, the quality of the teaching is not discussed. The third category of officer, the IQMS coordinators also focussed on the implementation of the IQMS policy in schools. It was noted in chapter two that IQMS Coordinators are expected to ensure that IQMS policy, which includes teacher support and development, is implemented in schools. As shown in chapter two, the IQMS consists of three policies (Development Appraisal, Performance Measurement and Whole School Evaluation) lumped together. These officers make sure that the IQMS structures are functioning in terms of providing support and development to educators at school level. IQMS Coordinators hardly mentioned how they support educators at classroom level where teaching and learning takes place. They relied on the reports they received from the SDTs, SMTs and principals. This means that they were actually fulfilling the administrative function of policy implementation. It is surprising that officers, whose job description explicitly makes reference to quality management, do not appear to be conversant with that brief. They too appeared to work in a mode similar to that of their counterparts.

It would appear that the three categories of district officials' work involves mainly control functions in the sense that they go to schools to 'enforce' policy implementation under the guise of 'support'. This was in accordance with what de Grauwe and Carron referred to as a compliance system of quality monitoring where district officials ensure that schools comply with predetermined norms fixed by law and administrative rules and regulations. This system of quality monitoring is the oldest and most bureaucratic type of monitoring, and is concerned with checking that rules and regulations are respected. It is also concerned with filling out of forms. In this case, the findings of the study indicate that district officials used particular tools to monitor teaching and learning which

mainly determine how much work has been covered by each educator and if SMTs support educators in their work.

In chapter two it was argued that district officials when monitoring quality in education, adopt the compliance monitoring model where schools are expected to comply with the set rules and regulations fixed in the legislation. It also appeared that district officials, especially EDOs, when they monitor quality teaching and learning, ensure that schools have enough resources. This is also in line with compliance monitoring which emphasises inputs, that is, the number of required text books per pupil, teacher qualifications number of pupils per class and so on.

It appeared that the work of pedagogic support, which was rarely done by Subject Advisors, was not in accordance with the diagnostic monitoring system, as Subject Advisors themselves were more concerned with syllabus coverage than what was happening in the classroom in terms of teaching and learning. Diagnostic monitoring is more concerned with seeing to it that pupils learn what they are supposed to learn. Its focus is on the instructional process, that is, what happens in the classroom. Diagnostic monitoring emphasises a radical shift from administrative control to pedagogical support and advice (de Grauwe and Carron, 2007).

5.1.2 Tensions between control and support

Notwithstanding this, the lack of clarity on what is meant by support and the multifaceted functions of district officials exhibit a tension between control and support. The findings show that much of what the district officials do is, in fact, inspection as it bears all the trappings of technicism and control and very little support in terms of giving advice and pedagogical support for teachers in the sense of planned individual tutoring, demonstration lessons, in- service training programmes and organisation of peer

learning. If district officers were to move away from the control mode of their functions they would have to carry out actual support for teaching and learning as depicted in the adapted diagram that draws on ideas for clinical supervision from Sergiovanni and Starrat (1993); de Grauwe and Carron (2007) and Juan and Godfrey's (1999) idea of support. These writers emphasise that support as a process where the supervisor and the supervisee are in constant interaction and in which supervision is a way of stimulating, guiding, improving, refreshing, encouraging and overseeing the supervisee with the hope of cooperation in return. There was no indication that the support given to schools stimulated educators. In chapter 2 it was noted that for support to be effective four stages of the Deming Cycle need to be followed. These are planning, doing, checking and acting. However, this was not the case according to the findings of the study. It is for this reason that the following district office based school support model for teaching and learning is proposed. See figure 5.1 below

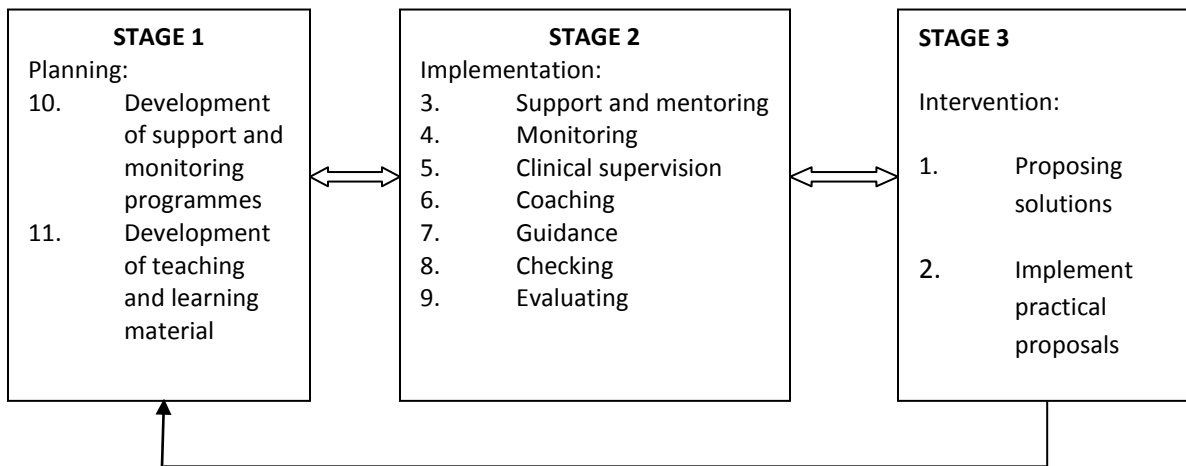


Figure 5.1: A district office-based school support model for teaching and learning (Adapted from Juran 1999)

It can be argued that the model of supervision depicted in the figure above would go some way towards resolving the salient tension between control and support; in the sense that, when officers visit the school to carry out their control functions, they, at the same time, make a contribution to the development of teachers and, ultimately make a contribution to quality teaching and learning. The above model is in part in line with

Juran's model of support where district officials are expected to plan, implement their plans and intervene. The difference is that monitoring and evaluation are done at the implementation stage and unlike Juran's, this model has three stages, the last of which is the intervention stage where district officials should implement practical proposals in cases where glaring deviation from the process, exists. It was argued in chapter two that simple control without support cannot lead to quality improvement. Teachers need to possess both a good understanding of the subjects they teach and of the best ways to teach these subjects, Also, education officials need to focus on what has been called 'pedagogical content knowledge' (de Grauwe and Carron, 2007). These activities were hardly reported in this study.

5.1.3 Apparent neglect of the teaching and learning process

From the foregoing discussion it can be seen that the black box of the education process, that is teaching and learning in the classroom, suffers apparent neglect. If resources allocated to district officers in the name of support to schools fail to impact on the core business of the education system, then what Letseka *et al* (2012) called the 'crisis of education' in South African education may be difficult to resolve. One big issue is that education officials, including relevant district officials and principals need to know what is happening 'on the shop floor', that is, the classroom so that appropriate support strategies can be developed. As advised by de Grauwe and Carron, they need to monitor the teaching and learning process, such that continuous control of inputs, process and outputs would lead to the identification of strengths and weakness and subsequent formulation of practical proposals for action to reach the expected results. The findings show that the teacher unions' stance is that district officials cannot visit classrooms to supervise teaching and learning. If this is the case, then, it is difficult to see how, whatever workshops or other support activities that happen at the 'periphery' of the classroom can have an impact that results in improving teaching and learning.

5.2 THE QUALITY MANAGEMENT ROLE OF DISTRICT EDUCATION OFFICIALS

In chapter 2 different conceptions of quality in education were outlined where all district officials conceived quality teaching and learning as any effort by educators to improve learner achievement. The three categories of officers who participated in this study whether as EDOs; Subject Advisors or IQMS Coordinators, as supervisors were all in the business of quality management. As has been seen with the models of supervision, quality can be managed in a number of ways. It can be argued that the way quality is managed, in some way, reflects the perspective on quality that informs practice. It is argued below that even if not called 'inspection' visits, the nature of the work carried out by the three categories of district officials when they visit schools, as the findings show, can be seen as tantamount to inspection. The discussion that follows seeks to examine which perspective of quality appears to drive district officials' visits to schools.

5.2.1 Managing quality through inspection visits

One of the findings of this study is that visits to schools that were conducted by district officials were more like inspection visits. It was argued in chapter two that inspection is the traditional form of monitoring and managing quality in education that focuses on the operations of the school and performance of the principal and teachers (Lugaz and De Grauwe, 2010). In South Africa, as has been noted in chapter two, the inspection system was abolished and replaced with a more supportive and developmental kind of quality monitoring, and this resulted in the establishment of education district offices that are supposed to assist in improving quality teaching and learning in schools closer to them (Diko, *et al*, 2011). However, it appeared from the findings that district officials' support visits were characterised by checking the operations of the school and performance of SMTs and teachers. The findings showed that in some cases these visits were not even announced to schools. This was an indication that, even though district officials claimed to visit schools to support teaching and learning their visits were more like inspection than support visits. The district officials' support was more or less

the same as what they call inspection in Benin. In Benin for instance, principals and teachers are assessed by a mark and an assignment decision by the local office head, who makes a report to the upper levels of the education department hierarchy (Lugaz and de Grauwe, 2010). The kind of quality monitoring that was done by district officials was more of assessing and making judgement about the schools, SMTs and teachers. Findings showed that district officials viewed learner achievement as a determinant of quality in teaching and learning and in most cases supported schools when learner results were bad. It also appeared that district officials focused on the resourcing of schools in terms of teaching personnel and learner support material. This was an indication that to district officials, quality in teaching and learning could be best achieved through resourcing of schools. In chapter 2 de Grauwe and Carron asserted that quality is a multi- dimensional concept that is comprised of three interrelated dimensions, namely, the quality of human and material resource available (inputs); the quality of management and teaching and learning process taking place (process); and the quality of the results obtained (outputs). In this case quality to the district officials depended more on inputs and outputs as there were few activities that focused on the teaching and learning process.

All the district officials reported that they monitor by checking the implementation of policy from the angle of their respective mandates. EDOs, IQMS Coordinators and Subject Advisors reported that they use a tool to monitor the work of educators and there was no indication that they make follow-up visits where they would implement practical proposals they should have made. The support visits of, district officials were dominated by the measuring of the performance of those visited.

The question is how the type of visit which is predominantly characterised by inspection, could improve the quality of teaching and learning in schools. This question, however, begs another question which is, what kind of perspective to quality guides such a

practice. The visit occurs on monitoring inputs and not on the education process of teaching and learning. For this reason, such visits appear to conform to a conception of quality as fitness for purpose where district officials were concerned with learner results which are the requirement of the DoE, and as value for money, where they were concerned with efficiency and effectiveness in terms of policy implementation from the perspective of their respective mandates.

5.2.2 Managing quality through pedagogic support visits

Unfortunately, managing quality through pedagogic support did not feature strongly in this study. The closest to what looked like pedagogic support was the work of Subject Advisors. It was argued in chapter two that pedagogic support visits are the visits that are aimed at assisting educators in the mastery of subject content and pedagogy. The pedagogic support visits are the evaluation of the teachers' work and the giving of advice to principals and educators, with the principal expected to supplement the work of pedagogic advisors (Lugaz and de Grauwe, 2010). In chapter two it was noted that clinical supervision is a situation where a teacher receives information from the supervisor who has observed the teacher's performance and who serves as a mirror to enable the teacher examine and possibly alter his/her own professional practice (Okafor, 2010). In the case of the selected districts it appeared that district officials, particularly Subject Advisors, did not use the clinical supervision approach, as there was no evidence that teacher's own professional practices had changed due to their support visits.

It appeared that this task is in the hands of Subject Advisors as when they visit schools they assisted educators on subject content mastery and pedagogy on rare occasions. However, there was no evidence of how they support educators in executing their mandate of teaching when they visit schools. The findings showed that even SMTs did not see the pedagogical support from the district officials, but rather, saw district officials as concentrating on administrative issues. Although quality teaching and learning was

defined in terms of learner outcomes, support activities were not linked to influencing them at school level.

Though the findings show that district officials, when they visit schools rarely support teachers in their work there was no elaboration on how they do to support educators other than doing demonstration lessons and assisting them on certain topics by requesting peer educators to assist. There is no evidence to show the existence of mutual relationships between teachers and district officials. The findings reveal that SMTs and teachers were called in to workshops and this was how SMTs and teachers were taken through issues of teaching and learning. The question that could be raised is how best to provide pedagogic support to schools, so that, it is understood by school based managers and teachers. That school based managers and Subject Advisors were not saying the same thing about district officials support could mean that they were either not on the same page or that district officials did not have the capacity to reach out to all educators in a manner that would assist them to understand quality management in teaching and learning.

5.2.3 Managing quality through the school effectiveness framework

The findings show that district officials when managing teaching and learning in schools do not go beyond the level of the school to reach the classroom where teaching and learning take place. This was an indication that district support to schools reflects the characteristics of school effectiveness. In chapter two, school effectiveness was defined as focusing on leadership and school level processes (Hopkins, 2001). It also appeared that district officials use a top-down approach, as in most cases, district officials monitor the implementation of departmental policies which are fixed in the rules and regulations that are in line with departmental laws. The findings also showed that district officials

concentrated on whether principals and SMTs do monitor the work of educators which was more of a school audit than support for the teaching and learning process. These were all characteristics of the school effectiveness framework.

5.2.4 Managing quality through school improvement framework

It can be noted from the findings that district officials support educators through calling them to workshops. This was an indication that the school improvement approach features in how district officials support schools. In chapter 2 it was indicated that school improvement focuses on support. It was further argued that it involves focusing on instituting training of teachers at school level and encouraging them to engage in a process of concerted and collaborative inquiry driven by authentic learners' work. (Militello *et al*, 2009). It emphasises that teachers should develop skills necessary to tailor instruction to individual learners and respond to unique challenges of each school, and create plans of action that positively affect learner achievement. However, findings indicated that the school improvement framework was not implemented in its totality, as district officials were less concerned with what happened at classroom level. District support focused on school level. In chapter 2, Evans *et al* (2012) argued that district officials who are proponents of the school improvement model believe that learners master basic skills, objectives and focus on classroom level processes, which was not the case in this study.

One can deduce from the findings that district offices in South Africa manage quality in teaching and learning through a combination of school effectiveness and improvement frameworks, in that, their support initiatives showed the characteristics of both frameworks. However, support by district officials was dominated by the school effectiveness approach as their support was top down and did not reach the classroom level where teaching and learning take place.

5.3 DYNAMICS OF QUALITY MANAGEMENT IN THE DISTRICT OFFICES

As was indicated above, quality management in the educational district office entails an enabling environment for education institutions within a district to do their work in line with education laws and policy and assisting principals and educators to improve the quality of teaching and learning in their schools (DoE, 2011). It appeared from the findings that there are dynamics in the process of quality management in schools. These included negative the attitude of educators, the lack of cooperation from stake holders, extremely large districts, accessibility of schools and lack of resources in the education district offices. The question now is how these dynamics can be addressed in a manner that would facilitate efficient quality management in teaching and learning. One can suggest that each of these dynamics be addressed separately, as each is complex. By their nature these dynamics might cause serious damage to the education system in the Eastern Cape; hence, the 'district support framework' outlined hereunder was suggested. No mutual and continuous relationship can develop between educators and district officials as the above factors by their nature impede consistent interaction between the two parties.

5.4 TOWARDS A FRAMEWORK FOR DISTRICT SUPPORT FOR SCHOOLS

In trying to improve district office support for teaching and learning, I developed a two way 'district support framework' that would assist district officials in their quality management initiatives. This was designed in such a way that education becomes a societal issue than being in the hands of district officials only. According to this framework each stakeholder directly or indirectly contributes to quality management in education.

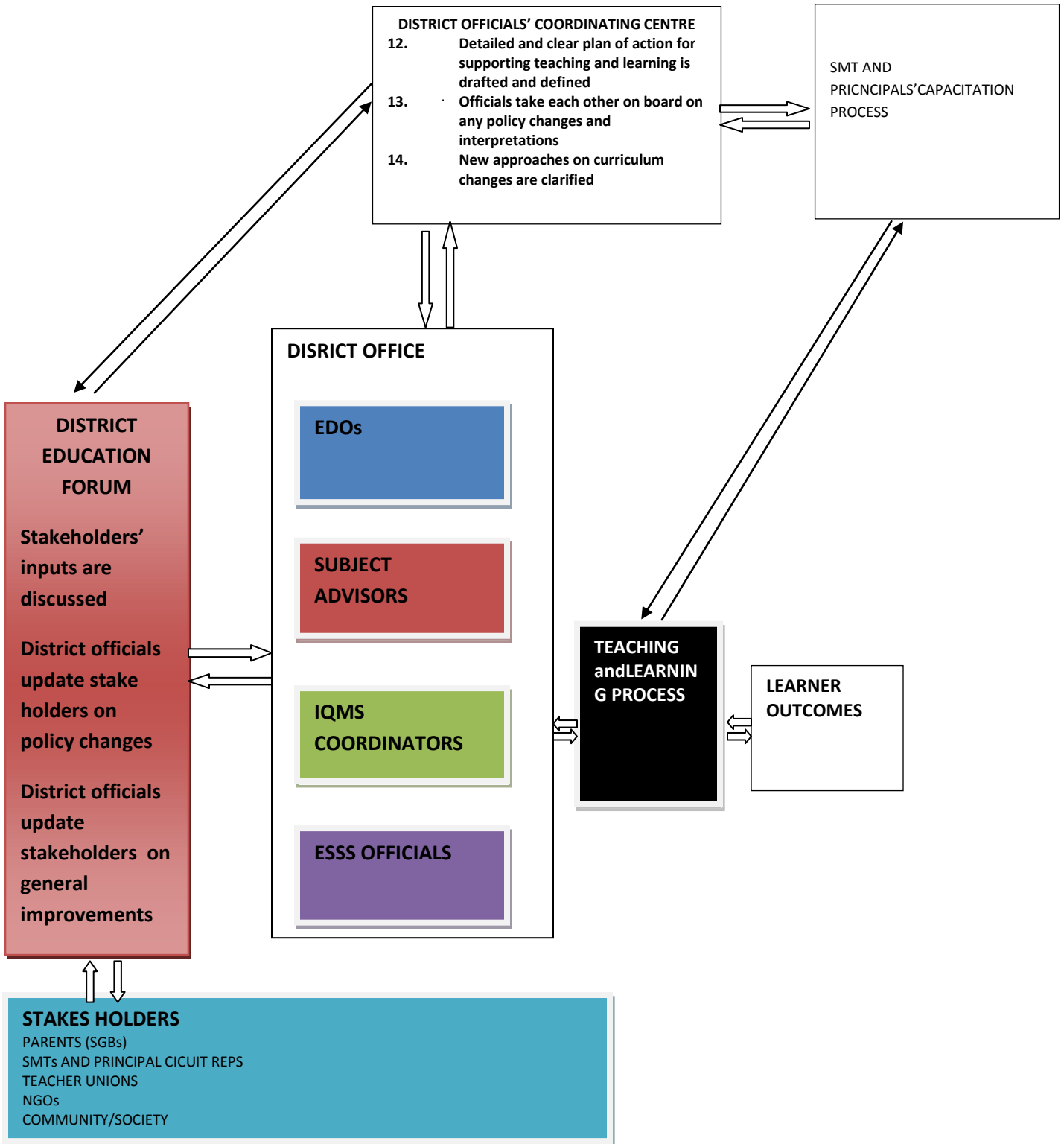


Figure 5.2 District Support Framework

5.4.1 Rationale for the District Support Framework

The findings show that district office support to schools is not coordinated centrally by the officials tasked to support schools. It appeared that the support that is given to schools by district officials has no impact on the improvement in the quality of teaching and learning in schools and the district officials' support has little impact on internal quality monitoring by SMTs. In trying to address the issue of the lack of pedagogical support by district officials, I suggest a framework that would assist district offices in supporting teaching and learning in schools. Since education has been declared as a societal issue this framework has been designed so that it takes into account the relevant stakeholders in education. According to this framework it is expected that district officials and stakeholders meet in a district education forum to discuss issues that affect education and how best district officials' support for teaching and learning in schools can be improved.

5.4.2 The Structure and functions of District Support Framework

The structure of this two-way district support framework (DSF) is designed so that each process informs the other in a two way traffic manner. The main component of this framework is a district education forum where district officials, social partners and stakeholders are represented. It is at this stage that district officials and relevant stakeholders discuss ways of managing quality in education and come up with an approach that is within the parameters of the law of managing quality in schools. District officials are of course expected to clarify policy issues. This forum should meet at least twice a year. After the district education forum meeting, district officials alone should plan common programmes of action in implementing the proposals of the district education forum in the district officials' coordinating centre (see framework in figure 5.1 above). This centre should be convened quarterly to give feedback and plan for subsequent interventions and it must have a centre coordinator who should occupy a management position at district level. The programme of action should include both

principals' and SMT members' capacity building, as each year or term there is an intake of such personnel, and activities that are aimed at supporting teaching and learning process at classroom level. District officials could subdivide themselves into circuit teams who should be part of the district officials' coordinating forum. When the district officials or circuit teams support schools they should inform the teaching and learning process. It is expected that in this centre, each district official's roles is clarified together with their relationship to other district officials. It is in this district officials' coordinating centre that district officials should conceptualise their support for teaching and learning.

5.4.3 Composition of education district forum: the main component of the framework

The district education forum should include representatives, stakeholders (teacher unions, principals, SMTs, SGBs, local councillors, local traditional leaders,) all EDOs, IQMS Coordinators, SGB Coordinators in the district office and deputy directors from corporate services.

5.4.4 The value of the District Support framework

The value of the DSF would add support to teaching and learning, in that, district programmes would be coordinated centrally and this would improve quality management initiatives at district level. This means that no stage of planning or implementation should happen in isolation or should be a standalone. If this could be implemented in district offices, it would enhance coordination of programmes at district office level. This would also improve the relationships with teacher unions as it would offer all stakeholders an opportunity to define the common cause of supporting teaching and learning in schools.

What is important about this framework is that district support to the school is coordinated centrally at the district officials' coordinating forum and that all quality management initiatives are drafted and interpreted centrally by district officials. The relationships between processes in this framework can be summarised as in figure 5.2 below.

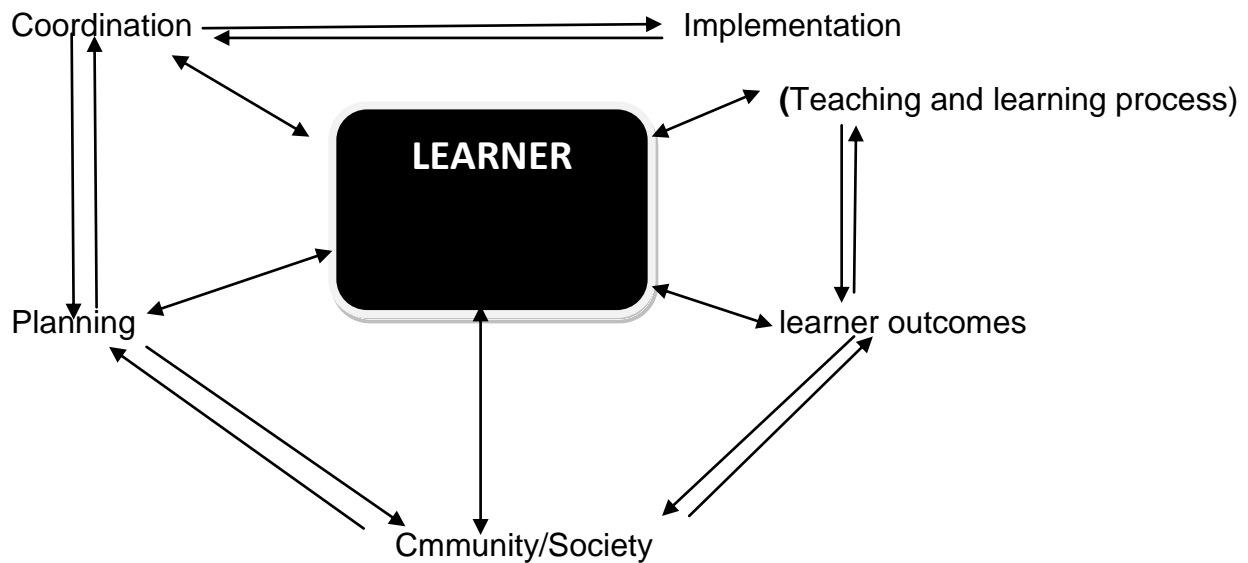


Figure 5.3 Summary of District Support Framework

Figure 5.3 above depicts that learners are at the centre of the processes of district support. It can be noted that each component of the cycle has a direct or indirect relationship with the other.

5.5 CONCLUSION

This chapter discussed findings of this study It covered the .themes. The first theme focused on understanding the core functions of district officials. The second interrogated the quality management role of district education officials. The third discussed the dynamics of quality management in the district offices. The last one presented a framework for coordinated district support for schools.

CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.0 INTRODUCTION

The previous chapter discussed the main findings of the study. This final chapter presents a summary, conclusions and recommendations. The chapter gives main ideas of the study then moves on to present a summary of findings. This is followed by conclusions and the chapter ends with recommendations for further research and for practice.

6.1 SUMMARY OF MAIN IDEAS OF THE STUDY

This section gives a summary of main ideas that were raised in the study. It starts by summarising ideas chapter by chapter. This is followed by a summary of cross-cutting issues.

6.1.1 Ideas of the study Chapter by chapter

In chapter 1, the background to the study was outlined in an effort to contextualise the study. The chapter sketched approaches to district support to schools from a number of countries in the world and then moved on to the South African approaches. The common thread is that district support comes in the form of visits to schools by district based officials who are mandated to promote the quality of teaching and learning in schools. In the case of South Africa these officers include Subject Advisors; EDOs and IQMS Coordinators. The motivation for the study, research questions, definition of terms and summary of methodology were also covered. The chapter ended with an outline of the whole study.

In chapter 2, the literature that was relevant to this study was reviewed, focussing on key concepts and theoretical frameworks. The concept of support with related terms of 'inspection'; 'supervision' monitoring and control were covered and were seen as aspects of quality management. These concepts were discussed within the context of decentralised functions to education district offices. Theoretical frameworks used to understand the mandate of districts in managing quality through what is called 'support' visits, a term coined to move away from those that have connotations of control and compliance. The first framework draws on school effectiveness and school improvement tools of analysis, and seeks to understand district support within that. The second theoretical framework focuses on Deming's cycle of support, which explains how the notion of support should be understood.

Chapter 3 presented the methodology of the study. It started by anchoring the study on philosophical ideas, covering different ontological and epistemological bases of research. This was followed by an outline of the research design and the methods of data collection and fieldwork processes. The whole study was then discussed through the lenses of canons of research rigour, under the title of 'research quality'. In conformity with the conventions of all academic research, the chapter ended by outlining ethical considerations which guided the study.

In chapter 4 the presentation and analysis of the data that was collected was discussed. The data was collected through interviews and documentary analysis. It was divided into a number of themes, some drawn from research questions and others emerging from the data. .

Chapter 5 discussed the main research findings that emerged from the data in chapter 4. These findings were related to conceptual and theoretical frameworks that were discussed in chapter 2. In this chapter, a framework was developed of a district support model that takes into account the needs of all stakeholders.

6.1.2 Summary of Cross-cutting issues

6.1.2.1 Issue 1: District Education officials must, first be clear about their mandate and second, they must be allocated the requisite material and skills resources

The first issue is divided into two aspects. The first is that education district officials faced resource related challenges in carrying out their mandate to visit all schools, consequently impacting on the frequency of visits to schools. This raises the question as to whether the state decentralises responsibilities without the accompanying resources. The second issue relates to what they did when they visited schools. In schools they interacted mainly with teachers and principals outside the classroom and did not directly supervise teaching and learning. While there may be reasons for this, which include state agreements with teacher unions, it is important that the officials are adequately equipped with the necessary skills to support teaching and learning.

6.1.2.2. Issue 2: Need for coordinated support to schools.

One of the main findings of the study is that the three categories of district officials did not coordinate their activities of support to schools. One school signalled the fact that this lack of coordination manifests itself through contradictory messages that are communicated by the district office to schools. The danger of lack of coherency in district support is that it can encourage blind compliance to satisfy technicist demands from each official who visits the school at the expense of improvement in school effectiveness . This study suggests a framework of ideas that can lead to the development of coordinated district support to schools.

6.1.2.3 Issue 3: Balance between School effectiveness and School improvement

Drawing on school effectiveness ideas, it can be argued that the visits by district officials constitute part of a repertoire of administrative inputs to schools. These are expected to lead to enhancement of quality in terms of increased learner outputs which have acquired the desired outcomes. However, as appeared to be the case in this study, if no attention is paid to the black box, that is, teaching and learning, then there is no way of ensuring intended effectiveness. There is, therefore, a need to focus on support, not merely as a fashionable way to move away from the politically controversial 'inspection' and 'supervision', to focus on actual value-adding visits that result in school change or improvement to be reflected in learner success rates and their qualitative transformation.

6.1.2.4 Issue 4: School level pedagogic supervision and support

The fact that district officials did not have first-hand knowledge of what is happening in the classroom, due to the fact that their visits preclude classroom visits means that they do not have direct knowledge of what is happening in the classroom. They receive information from the principal and members of the School Management Teams who have been delegated to conduct pedagogic support and supervision. While the value of reports from school level officials cannot be dismissed, it can be argued that without first hand (arising from direct observation of processes in the classroom) knowledge of the pedagogical needs of schools it may be difficult for district officials to devise appropriate support strategies and activities.

6.1.2.5 Issue 5: Implications of district support for teacher accountability

Findings about how district offices support schools have implications for three types of accountability for teachers. The first is contractual accountability which refers to the fact that teachers are held accountable to their employer, which is the government through the district office and not to teacher unions. This raises questions about the status of district agreements with teacher unions on matters of teaching and learning. The second type of accountability is professional accountability. Teachers as professionals have their association in the form of the South Africa Council of Educators. This raises the issue of the extent to which this association can work with district officials to support teaching and learning in schools. The third form is public accountability. Teachers as members of the public are accountable to the public to deliver quality teaching and learning. This calls for a high level of responsibility on their part to meet the learning needs of students. Support, in this case need not only come from the district but from parents as well.

6.2 SUMMARY OF RESEARCH FINDINGS

This section summarises the main findings of the study which are categorised under the following headings: Administrative monitoring versus support; control versus support; inspection or support; apparent neglect of teaching and learning, uncoordinated support at district level and challenges in delivering district support to schools

6.2.1 Administrative Monitoring versus Support

District officials support visits to schools were skewed towards monitoring administrative issues rather than support. Apart from the work done by Subject Advisors in training teachers in subject content, knowledge and pedagogy, at workshops, this was not followed up at classroom level to see if knowledge acquired by the teachers was being implemented.

6.2.2 Control versus Support

District officials' visits were characterised by enforcing compliance with policy. There was not much evidence of systematic support in the form of advice, coaching and mentoring for teachers at classroom level. This amounted to dispensing control at the expense of support, thereby exhibiting tension between control and support.

6.2.3 Inspection versus support

Although post-apartheid South Africa has moved away from characterising education officials' visits to schools as 'inspection', which was seen to have connotations of control and undemocratic towards support, which was seen as democratic and developmental. However, evidence shows that the officials' visits had all the trappings of technicism and control that characterised the inspection era.

6.2.4 Apparent Neglect of Teaching and Learning

District officials' activities concentrated on school level interactions. They did not seem to be concerned with mechanisms by which their school level interventions translated into impacting on improving teaching and learning at classroom level.

6.2.5 Uncoordinated Support at District Level

There were claims that inter-disciplinary meetings are held among district officials, however, the nature of the coordination and the use to which it is put remains unclear, and contradictory messages came from the participants.

6.2.6 Challenges in Delivering District Support to Schools

District officials faced a number of challenges that impinged on their support to schools. These included negative attitudes from educators; lack of cooperation from stakeholders especially teacher unions, vastness of districts, poor accessibility to schools and lack of resources in the district offices. These were cited as factors that hinder quality management in schools.

6.2.7 District officials' conception of quality

District officials understood quality to mean a concerted effort by educators to bring about improved learner performance. However, there was little evidence that their activities reflected direct support to teachers to enable them to perform according to expectation.

6.3 POTENTIAL CONTRIBUTION OF THE STUDY

Achievement of Education for All Goals means, among other things, that resources allocated to schools are used optimally to promote quality teaching and learning. One of the ways in which this can be achieved is through quality management practices, in the form of district support that help schools to be effective and to develop a continuous improvement trajectory. This study has produced data and ideas that can be used not only in the debate about how best to achieve these goals but also to create a framework of district support that focuses on the core business of schooling.

6.4 CONCLUSIONS

It can be concluded that:

- 6.4.1 Although the district officials' visits to schools were described as support, they exhibited the trappings of technicism of inspection; supervision and control; and appeared to neglect the developmental aspects implied in the notion of support.

6.4.2 The conception and practice of support visits by district officials were characterised by tension between support and control.

6.4.3 At district level support to schools lacked coordination among the three categories of officers who visit schools. This has implications for quality management in schools.

6.5 RECOMMENDATIONS

It is recommended that:

6.5.1 for further research

6.5.1.1 The issue of support to schools be the focus of a survey research for probability sample must be drawn in order to generate findings that are generalisable across the participating target population.

6.5.1.2 Other research could focus on investigating mechanisms by which the tension between support and control can be resolved.

6.5.2 For practice

6.5.2.1 A framework for the development of a coordinated district support focusing on the core business of teaching and learning is suggested.

6.5.2.2 There should be circuit teams that focus on the core business of teaching and learning in schools. Circuits to deal purely with professional support in terms of teaching and learning and they be part of a district officials' coordinating forum.

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APPENDIX A

DATA SET – INTERVIEW TRANSCRIPT WITH SUBJECT ADVISORS, IQMS COORDINATORS, EDOs SMT MEMBERS AND PRINCIPALS

1. **Researcher:** Male or Female?
SMT1: Female
SMT2: Male
Principal 1: Female
Principal 2 : Male
IQMS1: Male
IQMS2: Female
EDO1: Male
EDO 2: Male
Subject Advisor 1: Male
Subject Advisor 2: Male
2. **Researcher:** For how long have you been serving as an educator?
SMT 1: 16 years
SMT 2: I started in 1995, so this is my eighth year now.
Principal 1: 20 years. I started teaching in 1977.
Principal 2: From 1989 to 1998 almost 9 years
Researcher: For how long have you been serving as an educator? (Probe): How many of these did you serve as teacher at school?
IQMS 1: I serve as an educator at post level one since 1996 to 2008 (12 years)
IQMS 2: I served about thirty years as a teacher at post level one.

EDO 1: I served about eight years as post level one educator.
Researcher (Probe) how many years did serve as a principal?
EDO 1: I served as a principal for four years.
EDO 2: Three years
Researcher (Probe): How many years did you serve as principal?
EDO 2: I served twenty six years as principal.
Subject Advisor 1: I started serving as a teacher in 1996 so I am 18 years serving as an educator now and of these eighteen years I served thirteen years teaching at school.
Subject Advisor 2: I have been an educator since 1996. I served as teacher at school for 11 years.
3. **Researcher:** How many years you have been serving as an SMT member?/ as Subject Advisor/ EDO/ IQMS Coordinator/ Principal?
SMT 1: 7 years
SMT 2: This is my fourth year. I started in 2009.
Principal 1: I went to be an HOD, post level 2 and served 7 years as an HOD. I started to be the principal in 2001, which is almost eleven years now.
Principal 2: I served as principal from 2003 to date which means I am eleven years as a principal now. From 1998 to February 2003 I was serving as HOD.
IQMS 1: Since 2009 it is the fourth year now.
IQMS 2: I started in December 2007. It is almost 5 years now.
EDO 1: I have just started to be an EDO sometime in March.
EDO 2: I started in 2006, I have just completed 6 years.
Subject Advisors 1: This is my sixth year now serving as a Subject Advisor.
Subject Advisor 2: I have been a Subject Advisor since 2007, this my fifth year now

4. **Researcher:** What is interesting about your job as SMT member?/ Subject Advisor?
SMT1: *Mmh* to supervise and to get to know about administration work. To be in the finance committee (FINCOM).
Researcher (Probe): What is interesting about supervision? What is it that you do when you supervise?
SMT1: To motivate teachers if they are lacking in some activities. Through teaching. Through extra curriculum activities. To make them love their job.
Researcher (Probe): How do make them love their job?
SMT 1: We sit with educator concerned and motivate him/her even in our staff meetings we sometimes motivate educators.
SMT 2: *Mmh.* What is it? There are so many problems that you deal with as an SMT member. You deal with different situations from different people. As SMT member you must find ways of resolving those problems. There nothing else and nothing more. I cannot say that I enjoy that. It is just that there are so many problems that you deal with in a school. You deal with cases from parents, teachers and learners.
Principal 1: *Mhhh.* To other people the interest is not to uplift the school and that of the learners. To me community plays a very big role in the uplifting of education at school. My interest is to change the standard of the school through community involvement. You will find that learners who come from the learned family like teachers, agriculturists and/ or lawyers. I encourage parents to motivate their children to study irrespective of their social status.
Researcher (Probe): What interest you most to in the in the school premises especially when dealing with teachers and learners.
Principal 1: It is enjoyable to deal with learners. I use different approaches when I teach them. I take into cognisance of diversity when I deal with learners and this helps me to be able to achieve my objectives regarding teaching and learning. You also discover that some learners have potential but they lack motivation from their parents at home. Towards educators as a principal you must have a way of dealing with them. You must use an approach that is not harsh. You must always be calm. Don't be arrogant and try to approach him in a persuasive manner. In supervising their work you must start by commending what is good and thereafter come to the area where he has not done well. For instance this morning I was supervising grade 1 work. I realised that she is not moving with pace but I started by commending what she has done well in the first quarter. I thereafter told her that she has not moved with pace in the second quarter. I said to her that there must so many tests, classwork and so on in the second term. However teachers are not the same. Some educators are lazy and some educators are diligent. As a principal you must not write off even the lazy one, try to encourage him/or her. What is important is that as a principal you must be calm and down to the earth. Others they just become negative but as a senior you must always calm down and as you get down he will end up conceding to what you want and do the work you want.
Researcher (Probe): What make some of them negative?
Principal 1: Educators have different social background so their behaviour is based on what they got from their social background. Some are disrespectful and some are very much respectful. Those who are disrespectful tend to canvas and try to influence others for wrong doing and when they don't get support they opt for negative tricks. Behind that kind of behaviour is laziness so as a senior you must be resolute in wanting work but in a polite way.
Principal 2: It is managing school community. By school community I mean educators and learners and getting some challenges and getting to solve some of them.

Researcher (Probe): What do you mean by managing learners and educators? What is it that is involved?

Principal 2: The first thing is to sit down with learners and also with the educators and draft policies that are going to be followed in the management of the school. These policies are of course based on the policies of DoE provincially and nationally and also on the constitution of the country. For instance one of the policies is on the code of conduct of learners which was drafted together with learners and adopted by the SGB. We do likewise with teachers. We also analyse together the departmental policies.

IQMS 1: I like to convey the message. I interact with the teachers. I deal with their developmental needs of educators.

IQMS 2: I think what is interesting about it is the fact that teacher evaluation is necessary to ensure quality education but I am not very certain that the system actually achieves that goal. In IQMS, it is also linked to remuneration which is which I don't regard as positive measure. The performance of the teacher should be measured by the Development Support Groups (DSG). The development of the teacher should be done by the DSGs and I don't think that the DSGs are up to it.

Researcher (Probe): What do you mean about quality education?

IQMS 2: It means effective teaching. Effective teaching is when you reach your goals and objectives successfully. In other words when children can master what they have learned.

EDO 1: It is to give support to the schools. There are so many challenges in the schools and teachers are generally demotivated and they always need support.

Researcher (Probe): How do you support schools and educators?

EDO 1: Most of the schools don't have resources. Even if they want to make copies they have to come to me and I have to provide for that.

EDO 2: It is being of assistance to the principal by supporting them.

Researcher (Probe): What support do you give to principals?

EDO 2: When you are a principal of a school you know only your school. When you are an EDO you oversee many schools. You are able to compare what is happening from one school to another. You are able to share good practices of one school with the other schools. So it is not always a kind of advice that comes to you. Sometimes you pick up good practices from other schools. When you pick up something that is not good, something that might have repercussion, from one school you also warn other schools about it as a way of precautionary measure. You develop other schools with something that you have picked up from one school. You prevent sometimes something that could have happened in one school. You also do some kind of remedial work on certain issues that were challenges of schools.

Subject Advisor 1: It is interesting to know that your job basically is to make the difference and provide support to educators. Being the educator myself I know that there are times when you need support and sometimes that support system is not there. When I know that I am there as subject Advisor I know that the teacher that is there is standing a good chance.

Researcher (Probe): How do you give this support?

Subject Advisor 1: Basically we advise, because it is difficult to say I want to assist without you knowing exactly the nature of the difficulty that the educator is undergoing. We normally undertake the school support visit and then then the tool that we are using is twofold. First we monitor the progress in terms of the of the work schedules. That is where we are at the better chance of identifying the areas where there is short falls and then once we identify those we focus now on how we can assist the educator so that educator himself/herself can perform better on those aspect.

Subject Advisor 2: Being a Subject Advisor is the most interesting to me as I assist teachers in their work. To feel that I make an impact on a wide range of learners unlike to be at school where you are face with your class only. Here I support many schools and my support impact on a larger number of learners.

Researcher (Probe): How do you support teachers?

Subject Advisor 2: I support teachers in various ways. One is to workshop teachers, two I do on site support by visiting schools so we are able to sit with teachers on one to one basis. We also have meetings with teachers at cluster level. Especially for the primary schools because most teacher are not qualified in the subject I am supporting. You can feel that teacher really appreciate your support and that makes me feel that I am making value.

Researcher (Probe): What normally do you do when you are sitting with educators on one to one basis?

Subject Advisor 2: We normally have a tool that is coming from a district where we have areas that we have identified that we need to check. We look for curriculum planning documents. These are work schedules, lesson plans provincial assessment guidelines and all things of that sort sorts. We also go to the extent of wanting tasks that the teacher has given the learners. More than using a tool I normally ask educator to indicate where he would like me to assist in. That what he feels is most challenging to him. What I also say is that educators must not sit with subject specific problem in the school when there are people employed to assist them in the district.

Researcher (Probe): What informs your visit?

Subject Advisor 2: The visits are normally informed by educator profile and we also have workshops. We identify teachers that are not assisted in that kind of platforms (workshop) as educators are different in terms of grasping issues and make follow-up visits. Sometimes we just schools randomly because if we target schools that have problems we won't be able to visit other schools. Sometimes it is a planned activity that you go to school for a needs analysis then it means you have to go to a school for a follow-up visit. There are a variety of identifying and problem or a variety of ways that inform your visit to the school.

Researcher (Probe): What informs your workshop?

Subject advisor 2: Workshops generally are informed by new topics. Secondly workshops are also informed by common papers. When analysing the results of these common papers we are able to identify the topic that the learners have commonly underperformed in then we plan workshops.

5. **Researcher:** What challenges do you often encounter in your job?

SMT 1: Some teachers are not cooperative even the learners are not cooperative. Some they don't do their work, they don't come to school. Even if you tell them that they are going to write a test they don't come and they fail.

Researcher (Probe): How do you address these challenges?

SMT 1: In learners we call the parents. We discuss the problems of their kids. With teachers we call teachers who are not performing well in their job. We advise them on their job. Some perform badly because they have their family problems at their homes.

Researcher (Probe) Does that help?

SMT 1: It helps a lot

Researcher: (Probe) Do you do that on one on one?

SMT 1: No. We call him or her as SMT if it is the teacher. If it is a learner I call class teacher and a parent.

SMT 2: Challenges are problems that I encounter though there are not serious problems. They are manageable. These problems are general problems such as lack of discipline

among learners. You find that learners are ill-discipline. Sometimes you find that parents are not cooperative. For instance when you call them to meetings they don't turn up. Ill-discipline among learners includes use of drugs inside school premises. All such things come to you as SMT and you must have a way of dealing and resolving them.

Researcher (Probe): Do you often encounter challenges with educators?

SMT2:No.No.No. Even if problems are there, they are not very serious problems, however you must have a way of dealing with them.

Researcher (Probe): What sorts of problems do you normally encounter with educators?

SMT2: Sometimes teachers refuse to take responsibility. You assign him/her a task and he/she refuses. AS SMT member you become nervous as you know that these people are adults. Sometimes you lead people older than you.

Researcher (Probe): How do you address these problems you have mentioned?

SMT2: As SMT in situations like those you sit down as and find a way of resolving a problem. You take a decision and call that particular person and talk to him/her. If he/she does not show improvement as when you call the SGB before you report him/her to the District Office. The SGB may warn him or decide to report the matter to the District Office through the principal.

Principal 1: There are not too many challenges that I encounter in my job. So it depends on how you handle people. It is just misunderstanding with educators that is not quit frequent and we deal with that and work. Even with learners we don't have serious problems. In cases where a learner misrepresented one of the educators to his/her parents and which results in his/her parents coming to school shouting. Some parents like shouting. We sit down with an educator concerned and resolve that particular minor problem.

Researcher (Probe): How do you resolve problems with educators?

Principal 1: We don't have problems that go to the extent of going to the district office level. This school is not in the office it is here so we try and resolves our problems. We have a disciplinary committee at school that deals with such problems but we don't deal with issues at that platform. What we normally tackle problems with educators at SMT level. We sit down as SMTs and discuss the matter in a free environment. I, in the middle of discussion, decide to excuse myself so that the educator concerned gets easier and free to express himself in my absents. I request them to allow me to leaving the meeting. This works as he would talk to SMT members in my absence. You will remember that educators are closer to SMTs as many of them have been recently promoted to their positions and yet are still closer to post level 1 educators.

Principal 2: Mhhh. One of the biggest challenges is the implementation of the government policies because sometimes you get resistance on the side of the learners. Sometime this happens on the policy that has been agreed upon by all parties. You will also get that resistance on the side of the educators. When as a principal you apply the policy maybe to particular individual you are surprised to get resistance. Another challenge is that lack of interaction between the schools and departmental officials and lack of support to the principal by Subject Advisor and EDOs. It is very rare to be inducted as a newly appointed principal. The visits that are done by departmental officials are not of support to newly appointed principal. The support that is supposed to be given by Subject Advisors is very rare. It is done only on request when you request that particular Subject advisor to come and help. They site various reasons for not visit schools. They say among these reason that our district is vast and that it is too rural. They also say it is difficult to come to my school as it is deep rural.

Researcher (Probe): how do you try to address these challenges?

Principal 2: First all I call meeting of educators. We have regular meetings. If observe any problem with regard to policy implementation that might interrupt the school. I make that an item in the agenda and I explain the consequence of not adhering to the policy. Some of these have a bearing on the discipline of the school both on the side of the learners and educators. I do it in very friendly way. I do it in manner that will make them understand I do not force them but I make them understand.

IQMS1: Noncompliance by educators in terms of procedures of policy implementation.

Researcher (probe): How do you try to address these challenges?

IQMS1: I make sure that they follow procedures by conducting workshops and making follow up visit after these workshops to give them individual attention. After these workshops they even say there is clarity on the IQMS process.

IQMS2: In the office I am faced with lack of human resource. There is also high level of lack of material resources to do your job properly. In schools I schools I say the variances that exist in schools and also the noncompliance with policy

Researcher (Probe): How do try and address these challenges?

IQMS2: I think if you have more staff you could really work on a closer link with your schools. You can always say let me take you staff in an afternoon and talk to the challenges that face that particular school. At the moment with the few people in the IQMS we are not doing that. We are not getting there. We are not managing that. We are just doing general training. If we can have more people to monitor it closely we have better results. For instance I have 258 schools. If you work out the number of days in the year and you work out with one IQMS coordinator. You take out all the days you are tight up with other programmes and other meetings and you take away the summative evaluation time (the fourth term). You see what time is left and you also take away the exam time and you end up left with no time. To my understanding IQMS is not implemented properly, not in my district.

Researcher (Probe): How do you deal with noncompliance?

IQMS2: If it is noncompliance I expect that the principal must write the letter to give me the names of educators who do not want to comply. I submit those to the district. I cannot force people though it is actually chargeable not to comply with the policy but that is not happening here.

EDO1: There are so many conflicts in schools because teachers are demotivated as they have been there for a long time and are yet not moving up in their career. There are also lot of changes in the curriculum and this make the demotivated as there are new methods that are introduced in the system. Other educators are disciplinarians and that corporal punishment is not used frustrate them as they are unable to discipline learners.

Researcher (Probe): How do you try and address these challenges?

EDO1: I have to motivate them by telling that changes are affecting everybody so they have to be receptive to changes.

EDO2: The first thing that I have a challenge with is SMT not sticking to their work stations. This means that when principals are not sticking to their work stations it becomes difficult for them to manage other educators. That poor attendance affects their management of educators. If the principal does not stick the educators as well will not stick. Another challenge that we are normally faced with is the poor results in our high school. When you talk to educators they would blame the learners. They say learners of today are not serious but at the end of the day there is nothing more besides motivating learners. There is nothing more except our expectations from the side of the educators because the parents in general do have the proper control of their children. That also

impact on the performance of the learners at schools. The people who have power to make a change are the educators at schools.

Researcher (Probe): What do you think makes principals not sticking in their work stations?

EDO2: Well including the educators, I think this democracy, the advent of democracy have a negative impact on our educators. The educators hide behind the unions. With us as EDOs find difficulty in applying the policy forcefully. We have to adopt strategy that is appealing to the principals and educators more that applying a policy as it is. The unions in general defend the membership irrespective of their wrongdoing. That is the problem. Another problem if we face reality is that educators stay very far away from their work stations. This makes them to have financial problems as they some of them have to fill fuel in their vehicles and have to deal with wear and tear of their vehicles. Most of them use common transport, the *bakkies*, to drive to deep rural areas. When one educator misses a common transport he/she will not be able to attend school.

Researcher (Probe): What kind of challenges do have regarding resources like photocopying machines and transport?

EDO2: Since the DoE has given money schools to utilise there has been improvement regarding the availability of resources in schools. Each school was supplied with laptop. Other schools have computers, one or more. Most schools have photocopying machines which of cause differ in their sizes. Since the schools have become section 21 there has been a major improvement. The problem that we are facing is burglarizing and vandalism. Sometimes theft is done by the learners of the same schools. People sometimes get through the roof of the classroom to steal the computers. Our schools have not security personnel. What is also good is that all our schools have electricity and running water. So development is in the hands of the school community. Well the funds may not be enough but there is quite improvement and there is still a room for improvement. What is still lacking now is computer literacy among educators. This to me will help even the learners to access and use computers effectively as educators will assist learners on computer skills.

Subject Advisor 1: The problem at the moment generally is that our district is very vast geographically and you would want as a curriculum person to make impact but because of the geography itself. For example today if you are looking at the weather you are scheduled to visit school B and because of weather conditions and geography itself you cannot. You have list of other schools to visit sometimes the progress is not really telling in terms of what you would like to see. So we have problem of geography which is natural and we have a problem of facilities in terms of transport that one is other factor that is very much detrimental.

Researcher (Probe): How do you try to address these challenges?

Subject Advisor 1: As a subject Advisor for a particular subject we decided on clubbing that if for example I was supposed to go to school A I try and schedule that with subject Advisor B and C so that at least we can share the transport that we are having and in that way we don't compete with transportation instead we work together. It also help in many ways because once you are there it might be possible that you find the need for an educator to be assisted in another subject and if that particular subject advisor is there that educator is assisted on the spot.

Researcher (Probe): Does that mean as subject Advisor you develop common itinerary?

Subject Advisor 1: Yes, that is what it means.

Subject Advisor 2: The major problem is when we are told by our superiors to have a common programme that is not subject specific. It would be said to be a drop all and

embark on particular programme that is in front of you. Just like monitoring grade twelve exams and yet one is not employed to monitor grade twelve exams. That is but one example that I am giving you. There are other programmes that you would be required to embark on and yet you are not employed to do these programmes. The other problem is a transport but it is better now that I have a subsidised car. The problem with the transport is when you want to go to a particular school to address a specific subject problem area and yet you don't get a pool vehicle. In some instances when I have means I do take my car and go and support my schools but that cannot happen now and again because it is costing one.

Researcher (Probe): What about the size of the district?

Subject Advisor 2: Yes, our district is very vast so it is difficult to support schools effectively as you will have to transverse the district from one end to other end driving long distances.

SECTION B: SUBJECT ADVISORS', EDOs' IQMS COORDINATORS' PRINCIPALS' AND SMTs' ROLES AND PRACTICES OF SUPPORTING TEACHING AND LEARNING IN SCHOOLS

(Interview with SMT 1 in District A and SMT in District B)

1. **Researcher:** How often do EDOs visit your schools?

SMT 1: In a quarter they come once. Sometimes they don't even come.

SMT 2: *Yhu.* For example IQMS coordinator has not visited our school for a while. I cannot even tell when that was. It is only the EDO who frequently visits our school. He comes once or even twice a month. Even if he has come to drop something he really comes to our school frequently.

Researcher (Probe): What about Subject Advisors?

SMT 2: They come when you invite them to assist. They don't have problem they respond to your call. Even when the teacher concerned invites the Subject Advisor he/she will come.

2. **Researcher:** What are their visits mainly about?

SMT 1: Subject Advisors come with EDO once in a six months period. Even though they come they don't give us help. If we are having a problem they don't give us assistance. For instance with the Technology we are having a problem they don't assist us. Though teachers have problems new subjects such as Technology and Arts and Culture Subject Advisors to give teachers help when they come to school.

Researcher (Probe): What is it that they do when they come to school with EDO?

SMT 1: They come and look into administrative things like log book, time and all the staff that has to do with the administration.

Researcher (Probe): What about IQMS Coordinators?

SMT 1: They come and call teacher on workshops.

Researcher (Probe): What are EDOs, Subject Advisors and IQMS Coordinators visits mainly about?

SMT 1: I am not sure because to me they should come to assist us. May be when we are writing annual national assessment(ANA) they should come and give us direction and guidance. As far as I know they don't assist us anyhow.

SMT 2: They come and check administration. They check school readiness for tuition and basic functionality of the school. They check learner registers, teacher registers, availability of stationery and if we have ordered text books and if these have been

delivered. They also check school policies. They even check if teacher are ready in terms of syllabus coverage.

Researcher (Probe): What about Subject Advisors?

SMT 2: They also do the same.

Researcher (Probe): Do subject advisors support educators when they come?

SMT 2: Yes they do. For example the Subject Advisor that deals with History is so good and the one that deals with commercial subjects is so good. They show you how to approach a particular chapter. They even go to the extent of setting tests for certain chapters.

3. **Researcher:** Explain what EDOs and Subject Advisors do when they visit school to support teaching and learning?

SMT1: AS I have said earlier on that there is nothing they do. They just come and see the principal and SMT. They don't assist educators. They don't call educators. All the problems the teachers raise, they don't solve these problems. Even in their meetings, I remember attending the principals' meeting. They don't deal with teaching and learning issues. They only deal with administrative issues such as filling and submission of leave forms. The assistance that educators get is when they attend workshops not when the EDOs and Subject Advisors visit school.

Researcher (Probe): What kind of assistance do you get in workshops? (Explain)

SMT1: When you go to workshop they explain what you must teach may be in the first semester and how must we teach a certain lesson plan. They give you examples of lesson plans.

SMT 2: See question 2

4. **Researcher:** What in your opinion constitute quality teaching and learning?

SMT1: I think what kills us is the OBE and New Curriculum Statement. What we do we rush for activities irrespective of learners have understood or not. We don't care if learners understand or not we concentrate on finishing up activities. We rush for timeframes. As a result of that learners end up having not understood the content. I don't concentrate on learners activities than concentrating on the number of exercise that the learners must possess so that comes moderation I have finished the number of required tasks.

SMT2: Teaching and learning are two different concepts and they need to be defined separately. Quality teaching means availability of necessary resources such as qualified teachers and all other material resources such as computers, internet, photocopiers and quality text books and even funds as teachers sometimes need to travel to workshops for in-service training and to other resource centres. It is also the appropriate use of these resources.

Researcher (Probe): What about schools that are not well resourced?

SMT2: In those circumstances a teacher has to devise means so that he can deliver curriculum to the best of learners.

Researcher (Probe): How do you judge quality teaching?

SMT1: As SMT member you have to assess, check and monitor teaching process through IQMS process. If there was no IQMS you would be able to see if there is quality or not. Visiting educators while teaching helps us know quality levels of teaching.

Researcher (Probe): Which indicators that show that a particular teacher is teaching or not teaching well.

SMT2: First of all when you visit a teacher in the class you must have at least the know-how of the subject. You observe how a teacher introduces a lesson, the way he gathers information so that learner are able to understand and the appropriate use of teaching

aids. This make you know if the teacher did not prepare the lesson. Teacher who uses resources inappropriately confuses the learners.

Quality learning on the other hand involves positive learning environment. Learners can learn in a positive environment. There must policies that are available that govern how learners should learn such as language policy, code of conduct and discipline. Learners should have copies of these. It also involves the parents who must know their children's work. A teacher should understand learners' abilities and their diverse backgrounds. That is part of learning as learners all feel they are accommodated in the class.

Researcher (Probe): How does District office assist you in terms of resources that you have mentioned?

SMT 2: It is now in our days because school get funding from the DoE. So as school in section 21 you are able to buy resources yourselves if you have money.

5. **Researcher:** How do EDOs, Subject Advisors and IQMS Coordinators support address the issues of quality teaching and learning?

SMT1: They do support although it's not happening the way it should be. For instance the IQMS thing teachers sit down and give themselves scores. There are no classroom observations. Even the department does not intervene on the areas that the educators have raised as areas of development.

Researcher (Probe): How is Subject advisors support assisting in the enhancement of teaching and learning?

SMT1: It is not assisting. To me Subject Advisors should visit teachers and assist them on their respective learning areas.

SMT2: See question 3.

Researcher(Probe): How is Subject advisors' support assisting in the enhancement of teaching and learning in schools?

SMT2: Though the do assist but sometimes when you have a specific area that you need assistance and you call the Subject Advisor you won't get it. Sometimes if it happens that the Subject advisor comes to your school and you seek his assistance he will not cooperate. He would say he say he need sometime as he has not been into class for a long time. Other perhaps was appointed and yet they are not clear about the subject.

Researcher (Probe): What in your opinion constitute Subject Advisors' support for teaching and learning?

SMT2: To me subject Advisors must not wait for too long until the end of the year. They must come to school frequently whenever they needed but may that is impossible as in some cases one subject Advisor deals with a quite larger number of schools. In cases where the school have performed badly they should visit that school quite often. In some cases a Subject Advisor comes to school, ask for problems and record them down and does not come back again to address these.

Researcher (Probe): What do you think they must do when they come to school to support an educator?

SMT2: To me a Subject Advisor should come to school to assist and even before that he should ask for areas that need the support of the Subject advisor. If he is not ready he should indicate that he would make research and come back. As a Subject advisor I think you must be prepared to go a class so that if educator has problem you assist him on the spot. Other Subject Advisors visits schools just for the sake of coming to school they don't assist educators. They just record on the log book but haven't assisted educators anyhow. Those things need to be checked. Some educators hide that they have problems with subjects they are teaching. They may perhaps be feeling embarrassed to disclose that they have problem in the subject they teach. To me I think educators should share their

problems with other fellow educators at school so that they get assisted from their fellow colleagues. Some subject are linked you can for example get one topic across a range of subjects in the school curriculum.

6. **Researcher:** What kind of attitude do district officials display when they come to support teaching and learning?

SMT1: They don't come for teaching and learning. Even in my previous school they never came to support teaching and learning.

SMT2: I may not give you a straight answer to that question. Sometimes it happens that district officials come to school to detect faults that done by educators. They come to school with the judgemental approach and yet instead of coming to assist they are fault finders. We might have problems but we need support from them. To me they should come with positive attitude and if they can do that educators will also display positive attitude and warm reception.

7. **Researcher:** How do educators respond to their support for teaching and learning in schools?

SMT1: Since they don't deal with educators I cannot say educators display a specific attitude. They don't deal with educators at all.

SMT2: Educators respond differently and some in an acceptable manner. A particular educator may respond negatively because they hide something. For example he would opt not to accept you if he is behind the syllabus. I see no point for an educator not to want to show district official a file as he would check the standard of work in terms of assessment. Others respond positively and others respond negatively as I have indicated.

8. **Researcher:** What do you regard as your role in supporting teaching and learning?

SMT1: To me I think as SMT member I should be exemplary. I must lead by example. I must meet the time frames and do my work so that other educators do the same thing.

Researcher (Probe): Explain what you do when supporting educators in teaching and learning.

SMT1: We check their work. Mmh. I support them by showing what to do and tell them that they should finish the required work in a specified timeframes.

SMT2: As SMT members we have various roles. One is to give support to educators. If educator has a problem that educator has to come to the Head of Division (HOD) and the HOD should assist him in the approach a particular lesson. Secondly we monitor the work of educators. As SMT you also assess the work of educators checking how they are doing their work. We also observe educators in the class. We moderate the work of educators and that of learners. We for example check the work of educators on monthly bases. We check controlled tests. When the learners write a test the teacher must first submit it to HOD and as HOD you moderate it. You check questioning by educators and answering by learners. They also submit memoranda of the tests. Sometimes it happens that the questioning is vague and as HOD you assist the educator and restructure that particular question. Sometimes teachers make learners to write tests on topics they have not taught but because they have to have assessment of those topics they opted to do these tests.

Researcher (Probe): How do you detect that as SMT members?

SMT2: If you don't monitor you won't be able to detect those problems. If you don't give yourself a chance to call teachers and learners book and sign them you won't find these irregularities. Sometimes as SMT you should call teachers under you and explain to them the expectations in terms of syllabus coverage so that they know by the end of the month or term how much work should be covered.

9. **Researcher:** How do educators respond to your support as SMT member?

- SMT1:** It depends on the approach you use and the mood of educators. Some are not cooperative. It depends. One can say they display this kind of attitude it depends.
- SMT2:** It also depends on your attitude as SMT member. If you are not friendly you mustn't expect friendly attitude. You must as SMT member be friendly when dealing with educators so that they also return friendly attitude.
- Researcher (Probe):** Does not happen sometimes you display friendly attitude and yet educators' attitude is negative?
- SMT2:** Sometimes it happens. It depends on the educators you are dealing with. Lazy teachers display negative attitudes. They do this because they don't want to be asked anything regarding progress in their work. Sometimes you require them to submit their learner attendance registers they delay submit. .Sometimes you require them to submit learner' book they take time to do that.
10. **Researcher:** How often do (a) EDOs, IQMS coordinators and (c) Subject Advisors have sessions with SMTs?
- SMT1:** See question 1
- SMT2:** Yes the do have session with us. In our case it is an EDO who often has sessions with us. In these sessions he capacitates us on how best we can manage school and we appreciate that as SMT members.
- Researcher (Probe):** What about Subject Advisors? Do they have sessions with you as SMT
- SMT2:**What happens is that subject advisors meet with educators concerned. That Subject Advisor is expected to report to the principals of the findings. If the of the educator is excellent he commends. Sometimes if there are challenges the Subject Advisor advises the principal on how to deal with them. It is then that the SMT is not doing its work.
11. **Researcher:** Describe what District officials normally do when they have sessions with SMTs?
- SMT1:** See question 3
- SMT2:** See question 10
12. **Researcher:** How does EDOs' IQMS Coordinators' and Subject Advisors' work complement SMT's work of supporting educators in teaching and learning?
- SMT1:** Mmh. I don't see any complementarity since they do not support teaching and learning in schools.
- SMT 2:** Let me be honest with you. What happens is that we are from a district where there is no cooperation at. District officials come with different programmes and you would realise that these people hadn't have coordinated their programmes. They in most cases send different signals to SMT members. For example we have MTN who is supporting on a certain programme of teaching and learning. MTN says this and district officials say this. For instance on IQMS there is an official from national Department of Basic Education (DBE) on one hand who comes and says this and on the other hand an official from district office is saying that.
13. **Researcher:** Explain what you think can assist to enhance collaboration and complementarity between you, Principals and District officials as people tasked to support teaching and learning?
- SMT1:** I think there should be constant meetings and workshops. This to me will help as we will raise our concerns and problems that affect us as SMTs and as teachers. In these workshops we will be able to dwell and give details of our problems regarding teaching and learning in schools.

- SMT2:** To me collaboration and complementarity could be done through meetings with district officials and through workshops to explain how best we can work in collaboration. In these workshops we should come with ideas that will improve collaboration. Our aim is to support teaching and learning and we should from time to time have workshops so that we share experiences and come up with ideas as to what programmes we can embark on to assist teaching and learning. We should in these meetings brainstorm and set our expectations. To me this will improve collaboration between SMTs and district officials. There is no problem between SMT and principal as we are all at school and we meet when there is a need.
14. **Researcher:** Explain what you think can be done to improve SMTs support for teaching and learning in schools.
SMT1: I think if we can get thorough support from the district will be able to improve as SMT members. We should also get workshops from the district officials that are aimed at capacitating SMTs in their work.
SMT 2: Sometimes it happens that an educator is promoted to be an SMT member and yet he is not well versed with management issues. It is important that SMT members are inducted to the position they occupy by giving them their roles and responsibilities.
15. **Researcher:** How do you assess the impact of your support to teaching and learning? What indicators showing you that your support really had an impact?
SMT1: We see it when our learners are admitted to high schools and do well at grade 12 results. This to me is an indication that these learners had a good foundation. I believe that learners who have bad foundation will not do well in the high school level.
SMT2: I do that by checking the results of learners as you expect improvement in the educators that you have supported. Another thing that makes me know the impact of my support is when an educator becomes creative. This means that on what I have told him he adds on by making some innovations. This is an indication that your support had an impact. You must also see if the educator is actually receiving your support by showing appreciation in it. If there is no improvement on learner results it is then I will realise that my support is not working.

(INTERVIEW WITH PRINCIPAL 1 IN DISTRICT A AND PRINCIPAL 2 IN DISTRICT B)

1. **Researcher:** What support do you receive from district officials (a) EDOs, (b) IQMS Coordinators and Subject Advisors with regard to teaching and learning?
Principal 1: In most cases they support us through workshops and through calling meetings. We meet EDOs and Subject Advisors in these meetings. They call us in different kind of meetings like they have recently called us with the aim of boosting the newly appointed principals in matters of supervision. When they visit a school EDOs come with Subject Advisors. They begin by calling the SMT and state what their visit is about. Subject Advisors divide themselves among phases different in the school. Their visit is about supporting educators not inspection. They want to assist and would want us to put our problems to their attention, but we as educators we are sometimes not willing to disclose our problems. For example in IQMS we understand it to mean getting salary progression. We don't understand it to mean identifying our weakness so that we are developed in those areas.

Researcher (Probe): Do Subject advisors assist educators in the classroom when they divide themselves among phases?

Principal 1: They assist in the classroom sometimes but that is not common. They instead take educators as group and assist educators as a group not individually. You will remember that educators of today are not used to a system where District officials will visit them in the classroom situation.

Researcher (Probe): Do they have one- on- one sessions with educators?

Principal 1: Yes, as other Subject Advisors are specialists in a particular subject. For instance Arts and Culture Subject Advisor would want to see an educator teaching that particular subject.

Principal 2: From the EDOs the support that we get is that they come and check if there are policies at school. They check if the policies are being implemented. They check if there are shortages of educators. They also ask the problems that are crippling results in our school as to help if they are able to do so.

Researcher (Probe): What support do they give when they find problems?

Principal 2: Sometimes they do support. Sometimes they cannot cite the reason that there is no money in the DoE. If the funds are available they give support. IQMS coordinator does visit my school. There are also national IQMS personnel that also visit my school. It is only the province that I do not see in my school. Subject Advisors come on request. The support that they are giving is not enough. Sometimes they come when the failure rate at grade 12 is high. They come as if they have been shocked by the fact that the school results are bad and then thereafter they disappear. They will come at the beginning of the year and at the end of the year.

Researcher (Probe): What is it that they do when they come?

Principal 2: They will sit with educator concerned to check the problems that he/she is encountering. They check if the educator is qualified to teach that subject. They also advise that educator to arrange with other educators from other school/s to assist the educator in the subject. If they have time they even go to class and teach.

Researcher (Probe): How do you feel when they show willingness to teach the learners?

Principal 2: That is the best thing to do. We are all happy when they come because they are familiar with papers that are written by the learners. They know how to tackle certain topics. We become very happy when they visit our schools.

2. **Researcher:** How often do Subject Advisors visit your school?

Principal 1: One a quarter and mainly during the first week of the opening of schools.

Principal 2: They come on request.

3. **Researcher:** What do you regard as Subject Advisors job with regard to teaching and learning? (Probe: What do you understand support to mean?)

Principal 1: It is to promote the standard of education in their respective subjects. I don't think Subject Advisors are there to look at the educators' mistakes. They are there to advise educators.

Researcher (Probe): How do you think they should advise educators?

Principal 1: By making workshops and regular school visits but the problem is that they are fewer than schools. Our district is vast for them. If they could be enough and do regular school visits they would be able to identify our problems in good time and assist accordingly.

Principal 2: Subject Advisors should regularly come to schools. They should go to the classes observing how teachers are teaching that particular subject. They should check the pace with which educators are moving in their teaching. This to me will help them identify the problem on the spot.

They should also check if there is discipline in the classroom and check if the learners are interested in the subject. They should commend where educators have done well. They should also be able to provide necessary material to assist teaching and learning.

4. **Researcher:** What are their visits mainly about? (Probe: Explain what Subject Advisors do when they visit a school to support teaching and learning.)

Principal 1: They come to check progress in terms of implementing our plans according to our policies. They check if SMT members are doing their work of managing school work. They check attendance registers and other documents. They also check if teaching and learning is taking place as they request us to give them learner work books. When there is problem they call SMT to note down their findings. Sometimes they would have consultation sessions in the district office with educators concerned with the aim of assisting them.

Principal 2: See question 1 above.

5. **Researcher:** What do you regard as (a) EDO and IQMS coordinators job with regard to supporting teaching and learning?

Principals 1: IQMS is about checking our strengths and weakness in our work as educators. It encourages educators to do our work well and assist educators where necessary. EDOs check if schools are functioning and they refer us to relevant sections in the district office.

Principal 2: EDOs are responsible for supporting the schools. Their main job should be developing the school holistically. They should be able to develop the principal. They should make sure that everything that is needed by the principal they supply it. EDOs should be able to see to it that there is discipline at school on the side of the learners and teachers as this determines the performance of the school. They should make that departmental policies are correctly and consistently applied. They should not come only when there is high failure rate.

Researcher (Probe): What role should they play with regard to core business of teaching and learning? (Where must they feature in terms of supporting?)

Principal 2: EDOs should make sure that every subject is having a teacher. They should make sure that learners have adequate learning and teaching material.

6. **Researcher:** What in your opinion constitute quality teaching and learning? (Probe: Why? How can this be achieved?)

Principal 1: It is situation when teachers are doing their work of teaching thoroughly in order to assist learner to achieve educational goals. It involves completing the work of a particular grade by learners so to make learners cope in the subsequent grades. It is an effective way of teaching whereby teachers complete their curriculum for particular grade and learners understand what teachers impart on them. Quality teaching and learning is seen through learner performance. When for instance you get into a class and ask questions on a particular subject and the learner respond positively you will see that quality teaching and learning has taken place.

Principal 2: Quality teaching and learning means commitment on the part of the teachers. It also involves knowledge and understanding of the subject content. Quality teaching and learning is also dedication on the side of the learners. It is a situation where learners understand what is taught to them by the teacher in a manner that will assist them in future. Quality teaching and learning also involves support given by parents to their children. For instance in my school I make sure that teachers have pledge. They pledge that they will do everything in power to teach learners. They pledge to plan whenever they go to class. The parents do likewise. They pledge to support their children are their studies and come to school whenever they are required.

7. **Researcher:** How each of the district official's support addresses the issue of 'quality' in teaching and learning? (Probe: Why? What in your opinion should constitute Subject advisor's support of teaching and learning?)
Principal 1: They address it in the form of workshops. Yes it is said that we should invite them. They say we don't invite them workshops are effective. I must indicate that bad attendance by educators affects negatively teaching and learning. Educators should be disciplined so that they produce good results.
Principal 2: See above.
8. **Researcher:** How do educators respond to Subject advisors support for teaching and learning in schools? (Probe: What attitude do they display?)
Principal 1: We differ as educators. Others grasp faster others grasp quicker but the attitude is not always negative.
Principal 2: They appreciate it as they show positive attitude. They don't come to police or to inspect but they come to assist.
9. **Researcher:** What kind of attitude do Subject Advisors display when they come to support teaching and learning in your school?
Principal 1: Basically they don't display negative attitude. Some Subject Advisors demonstrate for us in the classroom. They come to assist not to inspect. They want us to tell our problems.
Principal 2: See question 8 above.
10. **Researcher:** Explain what you do when supporting teaching and learning in your school. (Probe: Why?)
Principal 1: I do through supervision. In fact what we have done as SMT we have divided ourselves according to phases. We record progress in terms of work covered by educators and they are required to sign. We do that in manner that is policing educators as we inform educators before we start our supervision.
Principal 2: Unfortunately I am a teaching principal. I also, like other educators, teach many subjects. What we do is whenever the learners write exams we analyse the results to identify areas that might need extra support. We analyse the result per subject. Together with the staff we come up with a strategy to improve the subject. We in some instance identify an educator in the neighbouring schools who has expertise in a particular subject and make an arrangement with his/her school so that he/she comes and assist our educator. When he/she comes he goes with our educator so that our educator is able to observe how a particular topic is tackled. We also if there are learners who understand a particular subject and do adoption system where learners adopt and assist each other under the guidance of their respective educators. Educators also adopt learners such that he takes responsibility of the learner academically and socially, that is like life outside the school.
11. **Researcher:** how do educators respond to your support as a principal? (Probe: What kind of attitude do they display?)
Principal 1: They do not show negative attitude. Sometimes we are helped by some of them as some of them have experience.
Principal 2: Because I am a teaching principal they appreciate my support as they see that I am leading by example.
12. **Researcher:** Explain what (a) EDOs, (b) IQMS coordinators and (c) Subject Advisors do when they have session with SMTs. (Probe: How often do Subject Advisors have sessions with SMTs?)
Principal 1: During IQMS summative evaluation they clarify IQMS process.
Principal 2: They make sure that score are correct. They check the evidence of class visits. They check if there are educators who need support.

- Researcher (Probe):** How often do class visits? They advise the SMT when the advice is necessary. They give report on the performance of the educators. They also check if principals and SMT have done their work of supporting educators.
- Principal 2:** We do it twice a month.
13. **Researcher:** How is EDO, IQMS coordinators and Subject Advisors support assisting in the enhancement of teaching and learning?
Principal 1: They assist us by for instance by looking for relevant text book for a particular subject.
Principal 2: It is assisting in that when they come they give report and when they come again they would want if we have implemented their recommendation. This even assists the principals to have confidence of what they are doing in as far as supporting teaching and learning is concerned.
14. **Researcher:** Describe what the EDOs and Subject Advisors normally do when they have sessions with SMTs
Principal 1: See question 12 above.
Principal 2: See question 1 and 12 above.
15. **Researcher:** How do district officials (EDO, IQMS coordinators and Subject Advisors) complement SMTs' work of supporting teaching and learning? (Probe: Why?)
Principal 1: They encourage us to do our work. They motivate us. When they check our work we are able to see to it that we are moving with pace and this help us to uplift the standard.
Principal 2: It helps the principal to manage effectively as he will know what he is doing is correct.
16. **Researcher:** How do you work with SMTs in supporting teaching and learning?
Principal 1: See above.
Principal 2: See above
17. **Researcher:** Explain how SMTs respond to Subject Advisors support to schools? (Probe: What attitude do they display?)
Principal 1: they are positive.
Principal 2: See above.
18. **Researcher:** Explain what you think can assist to enhance collaboration and complementarity between Principals, EDOs, IQMS Coordinators and Subject Advisors as people tasked to support teaching and learning.
Principal 1: If we can have monthly meetings and may be come to school once a month so that we share our problem before it is too late.
Principals should be workshopped and inducted.
Principal 2: I think there should be regular meetings between principals, SMTs, EDOs and Subject Advisors. These meetings should be held even if things are normal so as to able to share good practices. They should come and share with us the problems that affect schools and discuss possible solutions.
19. **Researcher:** Explain what you think can be done to improve SMTs support of teaching and learning in schools (Probe: Why?)
Principal 1: Lot of training from the district office. District officials in most cases give you documents to peruse than making regular workshops.
Principal 2: SMTs should be workshopped and inducted when they are appointed. Their roles and responsibilities should be explained.
20. **Researcher:** How do you assess the impact of your support to teaching and learning? (Probe: How you recognise change in quality? What indicators that show you that your support really had an impact?

Principal 1: Indicators is through learner results especially when they cope in external exams as we have common papers in some grades. You also recognise quality when you have visit by Subject Advisors and EDOs and their report is positive. I feel good when they remark positively about the progress and quality of the work done and this to me is an indication of work well done.

Principal 2: The improvement in the result of the learners, the confidence that is displayed by educators when they are teaching and the discipline in the school community.

(INTERVIEW WITH IQMS 1 IN DISTRICT A AND IQMS 2 IN DISTRICT B)

1. **Researcher:** How often do you visit each school per academic year? (Probe: Why?)
IQMS 1: I cannot be sure because sometimes our visits are multidisciplinary teams. For example on the third of September I am told that we will be doing learner verification which is not on my field.
IQMS 2: To be quite honest I do not visit all schools in a particular year. It is impossible. The district has actually far apart, it is a rural district. My planning is actually influenced by somebody's non- planning. The programme does allow it. There are restrictions on my programme. For instance it is possible to receive a communication at 16H00 that tomorrow there will be a meeting at 10 o'clock and yet you have already had your plans. The planning of the DoE can be improved up. We work in silos. IQMS was supposed to be in the IDSandG but in our district it is not happening. IQMS coordinator is left alone instead IDSandG has EDO meetings. This is part of the problem. If I could sit in these meetings I could tell them the schools that are not implementing and request their assistance because it is EDO who are in the DSGs of the principals.
Researcher (Probe): On average how many schools do you manage to visit in a year?
IQMS 2: I cannot really put a number to that one. I could comfortable say I used to visit about 10 schools sometimes a little bit more in month which means about hundred in a year but even that is not happening now because of our administrative problems. For now I cluster schools for training. Even the trainings are not happening regularly because of the non-cooperation by unions. Sometimes teacher unions would tell you that you must not visit schools as they are on labour action. I refuse not to go schools because I am employed to support schools but they remove the people I am dealing with. Sometimes they surprisingly take you out of the workshop you are conducting without any prior notice.
2. **Researcher:** What are your visits mainly about?
IQMS 1: When I visit a school I support educators on policy implantation. I also do mini workshops.
IQMS 2: When I go I look at first of all proper understanding of the policy. I look to see the year plan their, activity plan. I check how they document and their filing. I also look at their development plan if they review their development plan. I check to see whether they have got all the minutes recorded and the summative scores recorded and work from that as base for development.
Researcher (Probe) Do you have any tools that you use to monitor schools?
IQMS 2: Yes, I do have the monitoring tool.
3. **Researcher:** What do you regard as your role with regard to supporting teaching and learning? (Probe: What do you understand support to mean?).
IQMS 1: My role is support educators. Is to mentor educators and try to develop educators based on their development needs.
Researcher (Probe): How do you do the support that you are talking about?

IQMS 1: I interact with educators and give them the necessary documents.

IQMS 2: My role as IQMS Coordinator I think I tried to take it up a little bit further than what it is expected by tying up with EDOs in terms of governance and management and I wanted to tie up with curriculum people. First and foremost all the policies must be in place and all the teachers must have work schedules and lesson plans and these must be reviewed regularly. I also think that there must be a management plan of test and exams well in advance. I consider all exams and test to be set up to standard and moderated. I also see if the memorandums are compiled in time. Syllabus coverage is very important. As I IQMS coordinator you play a major role as performance standard one to four are about teaching and learning. I talk about issues of positive learning environment, if classroom is conducive for teaching. I talk about the things that should be hand on the wall. If the posters hanged against the wall are relevant. I talk about issues of spacing in the classroom. I do this my training I don't necessary go to somebody's classroom. I do this for them to raise a bar. I talk about issues of discipline. I explain performance standard one to four.

4. **Researcher:** Explain what you do when visiting a school to support teaching and learning.

IQMS 1: I support teaching learning by emphasizing on the application of performance standard one up to four since teaching and learning is linked to these performance standards.

IQMS 2: See question two and three above.

5. **Researcher:** What in your opinion constitute quality teaching and learning? (Probe: Why? How can this be achieved?)

IQMS 1: It is the availability of resources physically, materially and otherwise. It also involves commitment on the side of the learners and the discipline among the learners.

Researcher (Probe): If all these that you have mentioned are available, how will one know that quality teaching and learning has taken place?

IQMS 1: You will see quality teaching through through learner results.

IQMS 2: I said early on it is the ability by educator to rich the outcomes that he has set successfully. This must be manifested at least by 85% of the learners in their results. So it is mastering by learners of what has been taught. It is not only theoretical mastering but also application of what the learners have been taught. If knowledge cannot be applied you have learned nothing.

6. **Researcher:** How does IQMS coordinators support address the issue of 'quality' in teaching and learning? (Probe: Why? What in your opinion should constitute IQMS Coordinators support of teaching and learning?)

IQMS 1: It is to put the emphasis on the consideration of performance standard one to four.

IQMS 2: It is not the coordinator that does that. So we as IQMS coordinators is just advising educators to use variety of approaches and techniques to tackle lessons, that is, how they should present lesson to learners. Over and above that, IQMS coordinators is to get involved in development programme by seeing that teachers identified are developed by curriculum or service providers. However, curriculum people don't expect us to say these are educators that need development. Curriculum would want to identify those educators themselves. They feel that you are trespassing in their area.

Researcher (Probe): Do want to tell me that they don't recognise educators identified on the School Improvement Plan (SIP).

IQMS 2: No, I wouldn't say they don't they take all those but they would allow an IQMS coordinator to say this is a teacher that should come and teach.

Researcher (Probe): Do they listen to you when you tell them these are educators that need development?

IQMS 2: No, no, they don't, that is why I said it does not go well with them.

Researcher (Probe): Do you want to say their training programmes are not informed by SIP?

IQMS 2: Sometimes not. Sometimes not.

7. **Researcher:** How do educators respond to support of teaching and learning in schools? (Probe: What attitude do they display?)

IQMS 1: It differs from one educator to other. It depends on the understanding of educators and their commitment on the support that you give. Some respond positively some respond negatively. Those who respond negatively would criticise the way things are done by DoE. They express the frustration of the conditions under which they work such as lack of resources, lack of proper infrastructure and the condition of their communities as they work in rural areas. Further than that they express their frustration on their financial conditions and many people are bored with this thing of teaching.

IQMS 2: Some well accept it and others not. On the other hand there is no collaboration between us in the office as district officials. Others see you as a pain pusher and that you are taking the function of Subject advisor or EDO.

8. **Researcher:** Explain what you do when you have sessions with SMTs. (Probe: How often do you have sessions with SMTs?)

IQMS 1: I normally talk to the policy and their role in the implantation of the policy.

Researcher (Probe): What is their role?

IQMS 1: Their role is to ensure that the policy is implemented and monitor the process. I have session with SMT whenever I visit a school. I depends I cannot say monthly or quarterly.

IQMS 2: When have sessions with SMTs we explain their roles and what we expect from them. They are the ones the processes at the school level. We explain to them they form part of development of educators. We emphasise that they must not hold back on that. That they must manage the process and they are part of DSGs.

Researcher (Probe): How often do have session with SMTs?

IQMS 2: Very, very, rarely, because time constraints and because of shortage of staff. When want to see the SMT you must be there at break and our congested programme

9. **Researcher:** How is your support assisting in the enhancement of teaching and learning in schools? (Probe: Why?)

IQMS 1: I think is when you are able see teachers beginning to change their attitude.

IQMS 2: I try to go out of my way in training session to give ideas. I am creative person by nature. I have seen people coming to me even after the training to say they are doing well after the workshop. I refer educators to internet. Others come to me individually to seek assistance on certain issues. I refer them to a number of good sources. I also encourage them to invite people from universities to come and assist them.

10. **Researcher:** How does your work complement SMTs work of supporting educators in teaching and learning? (Probe: Why?)

IQMS 1: It does because when I talk about their roles and responsibilities I emphasise that they monitor the process. So talking to them is complementing them.

IQMS 2: I think there is supposed to be constant support. It is not always like that. There is supposed to be a constant referral. If for example if it something of the SMT that I should refer to other section. For instance substance abuse would be referred to ESSS. We as supposed to guide them. We need to be as go-between and make ourselves

- available when they need us. It would work better if we can work closer with EDO and Subject Advisor.
11. **Researcher:** Explain what you think can assist to enhance collaboration and complementarity between IQMS coordinators, EDOs, subject Advisors and SMTs as people tasked to support teaching and learning?
IQMS 1: It is through regular meetings and sessions where we are able to update one another on new developments. Reporting on certain issues and explaining each ones expectations. We can have these meetings at section level and IQMS District Task Team (DTT) level.
IQMS 2: Everybody must attend the same meeting. As IQMS coordinator I should identify topics that should be tackled by different sections and refer them to those section.
12. **Researcher:** Explain what you think can be done to improve the support for teaching and learning in schools by district officials. (Probe: Why do you think this can improve the support of teaching and learning in schools?)
IQMS 1: It is about regular visits to schools. Each circuit manager should have his circuit situated within his circuit so that he can be able to effectively manage schools. Each circuit must have a full staff comment, which means decentralising further district offices.
IQMS 2: Proper planning. By October of the preceding year you must say to your schools that you need management plan for the year. You need the time table to be in place and teachers slotted on to that time table. I would expect that planning by schools be finished before the school closes. I would expect that that even the extra curriculum activities are planned in time. I would expect that textbooks are delivered before the school closes in December. I would also want to do duty allocations in December. I would also want that union meetings do not take place during teaching time before 2 o'clock. I suppose sometimes is not possible but sometimes is possible. I would expect emphasis on time on task. We need to improve our work ethics. It is not about us but about children.
13. **Researcher:** How do assess the impact of your support to teaching and learning? (Probe: How you recognise change in quality? What indicators that show you that your support really had an impact?)
IQMS 1: Of cause it is through the improvement of results and learner performance.
IQMS 2: Change that occurs through recommendations you gave. It is based on evidence that you see at schools.

(INTERVIEW WITH EDO 1 IN DISTRICT A AND EDO 2 IN DISTRICT B)

1. **Researcher:** How many schools are you responsible for in your circuit?
EDO 1: I am responsible for two circuits in my district because of the shortage of personnel. Each circuit has 25 schools which means, therefore that I am managing 50 schools.
EDO 2: I am responsible for 26 schools in my circuit.
Researcher (Probe): Do have a problem with number of schools that you are supporting? It is a reasonable number.
EDO 2: It of cause reasonable under the circumstances.
Researcher (Probe) If would be asked to redemarcate circuits, how would you go about?

EDO 2: To me twenty schools in a circuit would be fine. The problem we are facing is lack of Subject Advisors. We still need more of those. As I manage a circuit I don't have Subject Advisor. The Subject Advisors that we have are responsible for the whole district. If I need a Subject Advisor I have to reschedule as in most cases I can't find him/her as they are busy with other circuit. It would be better if had a Subject Advisor in my circuit so that we plan together.

2. **Researcher:** How often do you visit each school per academic year? (Probe: Why?)

EDO 1: I make sure that I visit 6 schools per month which means therefore that by the end of the year I would have visited 72 schools. As I have visited 24 schools now since March.

EDO 2: I make it appoint that I visit a school twice a month which means about twenty per academic year. Sometimes I visit more than that as it depends on the nature of visit. We visit quite often on the underperforming schools. Sometimes you visit one school and you decide to drive via other school just to ask if there is anything that a school needs your attention or you go there just to drop something like a correspondence.

3. **Researcher:** What are your visits mainly about?

EDO 1: They are about finding out about the problems that they have, check curriculum delivery, if teaching and learning has been done and challenges they encounter.

EDO 2: My visits are about school management that include school governance. I also visit schools for curriculum management. I check if SMT manage curriculum delivery. I check financial management and resources management and human resource management. I also look into the issues of HIV/AIDS management. Those are my key performance areas.

Researcher (Probe): What do you do when you manage curriculum?

EDO 2: When I manage curriculum I speak to the school managers. I assist that principals should not work alone but should include the HODs and senior teachers and even other experienced teachers. This I believe will help him to manage and go deeper in curriculum delivery as this is the core business of the school. I meet with the SMT. I assist the SMTs in planning the management in a manner that ensures the expectations of each subjects are met and that the syllabus coverage is in pace with the district specifics. I don't necessarily do to the classroom as that is the role of the Subject Advisors. Mine is overall management of curriculum. I ensure that the principal and the SMT should see to it that teachers are going to the classroom and teach. I ensure that teachers are on their toes in as far as assessment is concerned, that teachers are ready for CASS moderation.

4. **Researcher:** What do you regard as your role with regards to supporting teaching and learning process in schools? (What do you understand support to mean?)

EDO 1: It is to ensure that teaching and learning happens at schools because that is the core business why teachers are there. I ensure that teachers have all the resources and that there are enough personnel to deliver curriculum.

Researcher (Probe) Explain what do you do when you visit a school to support teaching and learning?

EDO 1: I gather the SMT and we sit around the table. I check if basic things are there. For instance their learning programmes their schedules. I also look at their school policy and if they have school timetable. I also look if they supervise the work of other educators.

EDO 2: I deal with SMT the principal in particular. I ensure that the SMT see to it that school start on time and see to see to it that each subject has a teacher. I also check if the principal check if each subject receives the number of prescribed ours. I also check if the principal manage educator attendance register, that is, teachers attend regularly, that is one of the challenges I stated earlier on, and that principal check if teachers remain at school all the time.

5. **Researcher:** What in your opinion constitute quality teaching and learning?

EDO 1: You cannot talk of quality teaching and learning if there is no enough supervision. Supervision as well as teaching itself has to be guided by policies such as school policies and assessment policies. You check how often do the SMT supervise school and educators work. You have to check the balance between availability and implementation of policies because sometimes they might be there and yet are not implemented.

Researcher (Probe): What are the indicators of quality teaching and learning?

EDO 1: The formal assessment that constitute your tests, assignments, investigations and other class activities. These assist you as you will be able to know the number of tasks that have been done. You also look at the school assessment policy that dictates the number of work that should be done.

Researcher (Probe): Do you want to tell me that if an educator has all the number of tasks that you want, do you want to tell me that quality teaching has occurred?

EDO 1: It is also about the quality of work done. We don't only look at the number of tasks but also the quality of tasks.

Researcher (Probe): If the work that is given by teachers is quality, do you mean that quality teaching and learning has occurred?

EDO 1: Yes, but the main determinant of quality teaching and learning is the performance of the learners.

EDO 2: Ahhh. The unfortunate part is that we see results we when the learners rich matric. The reason why I am saying this is unfortunate is that not all school are presenting grade 12 and yet the quality is measured by matric results. When learners pass at grade 12 with good results that make them to go to university, we say that is quality and we are all happy. I am saying it is unfortunate because this is not where the formal schooling starts. There are quite a number of primary schools where we should see quality teaching and learning taking place. It is unfortunate that we expect our grade 12 learners to show us wanders in their results. We expect them to answer for all the mistakes that we could have made in the lower grades. We are supposed to see quality teaching and learning taking place at the level of primary schooling being the foundation we are expecting at the end of formal schooling.

Researcher (Probe): What then quality teaching and learning is?

EDO 2: Quality teaching and learning I would say is the imparting of knowledge to the learners and those learners being able to use that knowledge. Then we can say that quality teaching and learning has taken place. The most unfortunate part of it is that, as I have indicated, we always judge it by grade 12 results. The parents for instance would want to send their children to a particular school where grade 1 results are high as they are seeing good results to them quality teaching and learning is taking place in that particular school. They look for good results in grade 12. I am talking this from the experience. As I said I spent 26 years as a principal. I started being a principal at a tender age, and the people with whom I competed, as they were older than me began to exit, and some were promoted to be inspectors. It happened that I became the more experienced principal in the area and I managed to produce good results. Parents started sending their children to my school and this almost closed some of the nearby schools.

6. **Researcher:** How does your support address the issue of teaching and learning? (Probe Why? What specific activities do you engage in to address quality teaching and learning?)

EDO 1: Because of the tool that we use we are able to pick up whether quality teaching and learning has occurred or not. Thereafter we advise. Fortunate I was once a subject advisor I am able to pick up gaps if there are any. If you look at learners work books you are able to pick up if learners are not given more work.

Researcher (Probe: How do you advise educators?)

EDO1: For instance in practical subject like accounting you are able to pick up if learners are not doing much work. In practical subject like accounting learners should do more work, more classwork and more homework almost every day.

EDO 2: As I have said the problem with EDO we are dealing directly with educators. When it happens that we meet them we just motivate them. This we do when we pick something from the principal or the principal himself requests you to see the educators. We do that as you would know that time and again people want to live the system. You would hear people saying if something I would live the DoE had. The morale of educators for whatever reasons is low. In cases where educators have done well we commend them for their good work. We also go to school who have attained less results and motivate educators to do more in their work. We do not go to the class to support them in classroom which is the work of the Subject Advisors. We deal mostly with the SMTs. We encourage them to go to educators to monitor the work of educators, that is, planning, assessment, reporting and recording. For instance if the teachers are not ready for CASS moderation they will simply not go there. It lies with the SMTs to monitor educators do their work so that they are ready for moderation. If the educators are not ready they will not go there those Subject Advisors will stay there alone. It is my responsibility that if a Subject Advisor reports to me that teacher X did not turn up for moderation I must go to that school and find out. If there is a problem I have to motivate such particular educator. Tell him that the reason he had not make it is because he has not kept with the pace but do that in a polite way.

7. **Researcher:** Explain what you do when supporting teaching and learning in your schools (Probe: Why?)

EDO 1: First of all I investigate as I said. I balance what is in the assessment policy and the implementation of that policy. Then I am able to say this one needs to do so many activities because of what I have picked up from the policy.

EDO 2: See question 6.

8. **Researcher:** How do principals respond to your support as EDOs? (Probe: What kind of attitude do they display?)

EDO 1: Most of the principals even the educators don't want to be visited. They have that kind of attitude. They see our visit as trying to spy or find fault on them. However you will notice that after having a session with them, after having set with them that kind of attitudes changes as our visits are intended to support.

EDO 2: They admire it. They want it. You know these days management is full of challenges because there are these young educators who are energetic and militant. They are unionised and some of them are executive members of their unions, site members and so on. They have those ideas the principal has to stand against for the benefit of the learners. In their minds they will be talking about democratising education but in the sense that means not going to the class regularly. They would say please Mr Principal don't police us. With us as EDOs as well if we visit a school regularly they would say we are being policed now. We sometimes arrive at school even before the school starts. We go there to check if they sign attendance register and if they arrive at school on time. They see us as people who are policing them. Our visibility in a way supports the principals because it is the principal who has to deal with that. In most cases we find that our principals are not strong enough to stand against that, to say this is the school policy. They are not strong enough to apply the school policies. If you go to a school for instance and ask for a school policy, the principal would simple give you a written document and if you ask about what is contained in the document you will find that the policy is not implemented or applied. If for example you go to a school that has a problem and you ask

the principal how the school policy addresses that particular problem you will find that they don't know instead they would seek a foreign advice from you.

9. **Researcher:** How often do you have sessions with SMTs?
EDO 1: Whenever I am visiting a school I sit down with the SMT.
EDO 2: Whenever I go to a school I ask for the SMT. When we introduce a DoE policy to a school we make sure that it is not received by one person but by a number of people serving in the SMT so that are able to complement one other when it has to be applied. I remember one occasion when I arrived in one particular school and monitoring the management of teacher attendance register, I realised that there was a sort of resistance where educators were saying no, no this book is policing them. Even the principals themselves are giving in to the pressure by educators. For example you would find that a teacher has arrived at eleven o'clock and that particular educator signs as if he has arrived at eight o'clock. This book now becomes ineffective as it is meant to reveal the trends in as far as late coming and absenteeism are concerned. This makes it difficult to address absenteeism and late coming.
10. **Researcher:** Describe what you normally do when you have sessions with SMTs (Probe: Why)
EDO 1: I sit with SMT and ask for supervision book and the supervision policy. Everything centres on the policy. Policy should indicate the number of activities that should be done in a particular time per subject per grade.
EDO 2: See question 9.
11. **Researcher:** How is EDO's support assisting in the enhancement of teaching and learning? (Probe: Why/)
EDO 1: Whenever we are visiting we actually find out the quality of work that has been done. We look at quantity versus quality of work that has been done.
EDO 2: We are supporting the SMTs so that they are able to monitor the work of educators. Our visibility in schools is assisting the SMTs. We also require the SMT to make reports so that they are on toes with their work. If would stop requiring these reports they will relax.
12. **Researcher:** How does your work complement SMTs' work of supporting educators in teaching and learning? (Probe: Why?)
EDO 1: You will find that some SMT members have just been promoted and are unaware of what they are supposed to do as SMT members. We therefore visit schools to give them support them on issues relating to their roles. Each quarter we usually have training workshop and take them through a module that assists them to understand their roles. When we appoint new principals we induct them. We put them on board on issues relating to management so that they understand their roles.
EDO 2: We encourage SMTs to monitor and support educators in their work. The report that we require from the SMTs assist as they are forced to see to it that educators are doing their work so that they would be able to make good report to us.
13. **Researcher:** Explain how SMTs respond to EDOs support of teaching to schools
EDO 1: See question 8.
EDO 2: The attitude is fine because they are faced with problem. They want more visits as they need more support from us. We are no longer judgemental in our approach we want schools to benefit out of our visits. We are not there to discredit. Even in cases where SMTs have done little we don't condemn them we always encourage them to more as they have the capacity to do more as educators. It is not a case of fear inducing kind of approach. We say for instance where SMTs have not done well we will have a follow up visit to check if they are progressing from the point we found them.

14. **Researcher:** Explain what you think can assist to enhance collaboration and complementarity between district officials and SMTs as people tasked to support teaching and learning? (Probe: Why?)

EDO 1: They have to be capacitated time and again. It does not all have to end with induction. There must be modules that capacitate district officials and SMTs on their work as supervisors. So as leaders in education we should lead by example. They should be open and show their work or documents to their subordinates even before asking them to show theirs.

EDO 2: I think if the district officials can understand the SMTs and the SMTs can understand the district officials that would assist. Being a district official you are still an educator but at another level. It is just the role you are playing. SMTs think that district officials know everything as a result they would call you whenever and for whatever they are not clear with. Another thing that can assist is to make SMTs able to solve their problems making them actively involved in resolving what they encounter as a problem in front of them. Make to solve their problems. It is also important that you acknowledge the achievement of other SMTs especially principals. As EDO you must also be also prepared to learn from the principals you are working with and make it known that each idea you learn from one principal belongs to that particular principal. Make sure that principals are sharing good practices with each other. As EDO you must not write them off when they have not done well but you have to motivate them. AS EDO you must be able to talk and listen to their problems. Educators are demoralised out there as I have stated earlier on. There are so many changes that affect educators such as redeployment and decreasing learner enrolment where educators are faced with overload, teaching more subjects and many grades. Even in primary schools teachers are faced with multi grade teaching in which our educator were never taught. In some cases schools utilise the section 21 funds to hire educators so that learners have a teacher in front of the learners. As EDO you know that is the mismanagement of funds and you begin to turn a blind eye on that. Teachers are sick. They are having depression. Many of the resort to alcohol and become addicts of it.

15. **Researcher:** Explain what you think can be done to improve the EDOs support for teaching and learning in schools (Probe; Why?)

EDO 1: I think they should be capacitated now and again.

Researcher (Probe): Why do you think that they need training?

EDO 1: They need it, especially with subject content as they have been dealing with management issues not specific subject. They have not been dealing with teaching. This will reminded them of curriculum issues.

Researcher (Probe): Do you think maybe it is necessary to have multi-disciplinary sessions at a circuit level?

EDO 1: Yes, that will work. When training is done at a provincial level for foundation phase we were called as people from IDSandG that is EDOs and curriculum section. We were capacitated together and were thereafter expected to do workshops together. It that can be done at all phases I think it will help. That to me can help EDOs to be able to deal with curriculum management issues.

Researcher (Probe): What is your take on the issue of decentralisation of districts so that circuits have full staff complement?

EDO 1: Yes it is important that circuits are decentralised because there is a lot of staff shortage. Out of fifteen circuits there are only six EDOs and even Subject Advisors are few in this district. In some instances Subject Advisors have to deal with more than three subjects which it is not possible for them to have majored on all of them. This makes

teachers at schools not to have training in some subjects where subject advisors have not specialised in.

EDO 2: EDO should be capacitated on the changes that are taking place in all the section of the DoE as they are the people who are jack of all trade. They should be given crash training on curriculum issues financial management and so on.

16. **Researcher:** How do you assess the impact of your support to teaching and learning? (Probe: How do you recognise change in quality? What indicators that show you that your support really had an impact?)

EDO 1: As EDOs we need to make sure that there are teachers in front of the learners. However, it is not in my capacity to employ teacher. It is at provincial competence. It is not entirely dependent upon me. In cases where was able to employ teachers where there were no teachers will serve as an indicator of the success of my support. The improvement in learner results will also serve as indicator that my support really had an impact.

EDO 2: I see it through learner results, that is, good results are a indication that my support had an impact. The other thing that I assess the impact of my support is high level of discipline in schools both on the side of educators and learners. I also assess my work by realising that schools are functional schools in terms of policies and application of these policies. Lastly I see the impact of my work through change in behaviour.

(INTERVIEWS SUBJECT ADVISOR 1 AND 2)

1. **Researcher:** What do you regard as your job as subject advisor?

Subject Advisor 1: As the subject advisor, as the term itself suggests, I am basically looking at subject that am designated to. To make sure that the educator that is teaching that subject is getting necessary support because every educator is offering the subject that he or she is comfortable with because of the subject allocation and qualification to the subject but to boost that confidence I think that support is very much necessary.

Researcher (Probe) Do you mean that you help educators didactically?

Subject Advisor 1: Yes, that is what I mean.

Researcher (Probe): What do you understand support to mean?

Subject advisor 1: There are various forms of support that we are offering. For example you find that a particular educator might have brilliant idea but the problem is how to transfer that to the benefit of the learners. Now it might the question of approach or methodology and then we in our workshops try and tap on those and sometimes even we go to the classroom. There is an activity that we embark on called how I teach. For example if there is the topic that is a grey area and you find that most educators are not really getting right. We identify one school and then we cluster in a circuit. We conduct our workshop in that school. One session will be conducted in the classroom where we will be demonstrating as to which other methods or approaches that you can use to appeal to larger number of learners. It is difficult for someone to think that I know the topic but it is another thing having to transfer that in manner learners will understand it better.

Researcher (Probe): Do you demonstrate it yourselves as Subject Advisors?

Subject Advisor 1: Yes, we do it ourselves as subject Advisors. Sometimes not necessarily myself, as a team there might be other educators who are doing right and who are confident enough to demonstrate. We create that platform so that whoever is feeling comfortable but in case there is no one at that moment I take it upon myself and do it.

Subject Advisor 2: My job as Subject Advisor primarily is assisting teachers on subject content and the other thing it goes with it is motivating teachers to do their work. I also try

to motivate learners sometimes especially when teachers are faced with a problem of discipline. Though the task of motivating learners is the task of the EDOs of motivating learners is done by EDOs we do it because it impacts on the curriculum delivery.

Researcher (Probe): What about the didactic part of supporting educators?

Subject Advisor 2: Yes we also dwell on the how part of teaching a specific subject.

2. **Researcher:** How many schools are you responsible for in your district?

Subject advisor 1: The district is having 358 schools for GET. That is the scope that we are dealing with. As I said our geography is a problem. If you can count the number of schools and the number days of an academic calendar you might find that with all the just that you want to do you can go and support all schools through the school support visit. You need to cluster them at some point because if you follow the former it might mean that you might visit one school once in year and you are not able to make a follow up visit.

Subject Advisor 2: I am responsible for about 258 in the district.

3. **Researcher:** How often do you visit each school?

Subject Advisor 1: It depends. I would say we normally draw up an itinerary and we know that in terms of the curriculum improvement plan the school would be given a timeframe to improve as per the support render on an initial visit. Let say, for example, in a space of three weeks we need to go back and check progress. Sometimes the school might need us to come back in more than three times or four times. We way up the situation and the feasibility to go there. We often welcome it when the schools themselves reach out and invite the district office to go there other than us drawing up the itinerary and informing the school that we will visit them because it should be two way by nature.

Subject Advisor 2: Truly speaking you would find that visiting a school you visit it once in an academic year. There are other schools that we normally visit quite often than once a year. We have sectioned these schools and we assist these schools in terms of delivering material. We have tried to allocate people in circuits and mind you I am the only one who is responsible for the subject in the phase and I am dealing with circuit three and four. Therefore this arrangement is not for supporting teaching and learning it mainly for delivering material and notices. On average you visit once a year and you don't even reach all of them.

4. **Researcher:** Describe what you do when you visit a school to support teaching and learning.

Subject Advisors 1: Basically we are using an instrument, a tool that is focused on curriculum. The tool is more generic across the subject irrespective of the subject you are handling but the tool is looking at for example the planning which is very much important as to how the subject teacher is planning his lesson, his work schedule that is year planner and his learning programmes and his daily preparation. You take it from there. If there is planning as subject manager at least you know that that this teacher is intending doing something and you can look at how this particular educator is organising his class and classroom management and the material he uses. You follow it according to the tool that we are using. At the end of the session we give the educator the opportunity to evaluate as to how much this visit meant to the educator. Whether the educator would appreciate a secondary visit and so on. Most of all what we want is to establish that rapport that educators must feel that we are all educators here and we have the same objective. So the tool is very transparent such that at the end there is part that they need to fill themselves to comment in writing to say how they feel about the visit itself so that they can keep a copy and they can reflect on the findings and even on the improvement plan so that it is an on-going that he or she is using even without the presents of the official.

Subject Advisor 2: When I visit a school I first explain to the principal what a visit is about. I sit **Subject Advisor 2:** with the educator concerned and support him. I go through the tool that we have preplanned at the district. Thereafter I give a teacher a chance to state where other his problems are, so that I don't end up in a situation where I give medicine for headache when the pain is on the foot.

5. **Researcher:** What are your visits mainly about?

Subject Advisor 1: Visits are mainly about curriculum coverage, that is, how much work we have covered per term as per requirement. We normally subdivide the work schedule into terms and we an instrument that called a pacesetter so that an educator who might be teaching far away might know where he should be by when so that that pace is kept up so that by the end of the term when we are going for moderation every piece of item including assessment tasks are intact and then that educator can be assisted accordingly.

Are visit are mainly known as on-site school support meaning that assisting teachers at their schools. We it where we assist them to be able to deliver content to learners

6. **Researcher:** What in your opinion constitute quality teaching and learning?

Subject Advisor 1: I would say first it is an environment that the SMT creates such that an educator has the necessary facilities such as classroom, desks, chalk, and stationery and then the support and cooperation of the parents that will make sure that their children are always at school all the time to learn. Learners, I think if all these are available, will take the tone of the school and attitude of the parents capitalise with it for their benefit. That I think will lead to effective teaching and learning. For teaching and learning to be effective I think on the side of the learners there should a high level of discipline and educators too should show discipline in terms of being prepared to teach and be willing to seek help where they feel that they need help.

Researcher (Probe): Do you want to tell me that if all facilities and cooperation are there quality teaching and learning prevails?

Subject Advisor 1: Not necessarily. It is important that provision is done because it is requirement. This situation is not a natural phenomenon. It is manmade therefore the condition must be created by responsible personnel. The elements of attitude that is why I was referring to discipline both on the side of educator and the learner who at least must be aware that school is for schooling.

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Researcher (Probe): Do you want to say to me that even if the school is well under resourced quality education can still occur in that particular school?

Subject Advisor 1: I can bet on that one because if you look at our historical background having the well-established infrastructure is new thing but the irony is that when you look at the quality of education is vice versa. When the infrastructure was in shambles and that was a general phenomenon, you would find that products that were being produced out of that system were such that you would be proud of. Now when everything all most in terms of physical infrastructure is becoming a given thing you find that on the other side the product is not up to scratch.

Researcher (Probe): What then is this quality teaching and learning if you were to be asked to define in few words?

Subject Advisor 1: I would say quality teaching is the purposeful idea as to what exactly am I here for. Whether I am a learner or an educator and I make sure I do that especially that which is within my power regardless of the environment.

Subject Advisor 2: Yho. In my opinion quality teaching and learning means one if a period for instance is for English a teacher is there in front of the learners. Secondly it is when a teacher is fully planned for the lesson he will deliver. It is a situation where each and every minutes is used fruitfully and learners participate in the lesson not just sit idly and listening to the teacher. A period need not expire without learners having written something because you will only see the understanding of the learners through written work.

Researcher (Probe): How will I know that quality teaching has occurred in a particular grade if I was not there when teaching and learning took place?

Subject advisor 2: You will know if quality teaching and learning has taken place through asking learners questions based on what was supposed to have been learnt since teaching is imparting knowledge to learners.

7. **Researcher:** How does your support address the issue of 'quality' in teaching and learning?

Subject Advisor 1: I don't want to be idealistic. I will be honest with you. Quality teaching is still a dream that we still want to achieve. I can say that just because we have visited a certain number of schools we have achieved that much, simply because you visit a school sometimes you don't get the real picture and the conditions are a bit not natural when you get there. You pronounce you visit for example and you find that on the visit things look very well and that might even limit the level of support that you think you should be rendering but come the time for results and then you wander and when you are doing the follow up you find that what you thought was the real picture of the school was not the right picture, was not the correct one. So the quality teaching and learning I don't think we have already tapped on to it. But at least as was saying that must be reciprocal we making the awareness that whoever needs the support should know that support is there. We are initiating this process by going to the school with hope that the school will now understand the department now has been transformed that I can seek assistance at any given time.

Subject Advisor 2: It is very difficult to go to that extent of saying it does address quality teaching and learning as teacher are still resisting or scared to be visited in the classes. What we do, we try to assist them in the venue in which we are given. Sometimes we visit we visit a school as a pair and you will find that the person we are visiting is one teaching both subjects each one of us is responsible. What I normally do in such situations I would go to a vacant class just to chat to learners and ask them questions to detect their level of understanding and level of teaching though that is informal without a prior arrangement with the teacher. Sometimes you find a situation where you are chased away by a site steward. They just don't want to be visited in their classes. Though you are going there on

the basis of supporting, I think they don't understand the purpose of wanting to visit them in the classroom. They think that you will go out and tell everybody about what was happening in the classroom. I think if they can open up that opportunity for us to go and visit them in the classroom, I think it will help. But I did have a way of getting in is through MTN count programme that requires that teachers be visited by MTN practitioner to their classroom. I do go to classroom with MTN practitioner. When we have visited them through MTN count programme the show appreciation in what we have done. When the MTN practitioner goes away they refuse visit by Subject Advisor. I don't know what make them scared to be observed on the work that they do every day.

Researcher (Probe) If you were to be allowed to go to a classroom what would you be doing?

Subject Advisor 2: it would to observe how the teacher delivers the lesson and if I have a way that is different to the teacher that I think will assist the learners better I will suggest that to the teacher. In a follow-up visit I would have to demonstrate the lesson to the teacher and may be on the third visit I will co-present the lesson with teacher by chipping in in some areas of presentation. I think that will make teachers grow in their teaching abilities.

8. **Researcher:** How do you think your support assists in the enhancement of teaching and learning in schools?

Subject Advisor 1: Yes, I think it does to a great extent because the support we are rendering is not necessarily limited to what we take as findings on the day. For example it might happen that the educator is listing some few aspects as challenges, for example planning and then once you cover planning you go to methodologies. You know that even if the teacher might not be prepared to divulge that that he in terms of methodology is having a challenge but you try to cover as many aspects as possible. So that even if in the near future encounter such a problem he will know that you are there for support not only on planning for example but for any other aspect that might crop up. You make sure that the doors are open. We go to the extent of exchanging the contact numbers so that if somebody wants to contact the office is free to do so. Sometimes is not a matter of physical visit it can be a telephonic advice. If the educator for example is not sure about any aspect in the common paper for instance that we set as a district office can make a call if he is not sure as to which either way to take where there is a grey area. The educator can make a call and you just made an advice on the spot. It helps because it improves that rapport that I talked about.

Researcher (Probe) Do they real do that?

Some they do but not as many as you would like, that is the thing.

Researcher (Probe): What could be the reason that makes many other educators not to want to communicate with you in a way that you would anticipate them to do?

Subject Advisor 1: Although I would speculate. I would sense that a person who is not yet into understanding of the purpose of your existence might not initiate an interaction. Sometimes an educator might want to call the services of his Subject Advisor but he is not sure if his dilemma will be interpreted by Subject Advisor into laziness. Sometimes you ask one question before the educator answers that question he will think there is follow up question that will come and try to avoid you and this leads to them using the fellow educators because in the subject committees who are more free and understand better the existence of the office.

Subject advisor 2: I feel that my support has not reached the level which I desire because at the end of the day I would like to go to assist the teachers and learners in the

classroom. However I have got a feeling that I do have an impact because our teachers especially in, Mathematics when they have a topic that they don't understand they don't make time to understand it, they just skip it. In this way learners are disadvantaged in their common examination papers. When I have session with these teachers and explain to them these topics they show understanding and confidence. In one of the workshop I had I was presenting probability to grade 9 teachers and you will notice that the same teachers are also teaching grade 12. You would think that they are comfortable with probability but you will find that they are like little kids when they say yes we have got it now. When you ask them how they have been dealing with the topic in previous years, they would say it is the area that they have not dealt with. So by assisting them in content you feel that you have had an impact on their teaching.

9. **Researcher:** Describe the attitude displayed by (a) Principals and (b) Educators when you visit a school for support? (Probe: Why do you think make them to display such attitude?)

Subject Advisor 1: In terms of our communication system our communication begins with the school principal. We explain everything in terms of our visit. We advise them to take advantage of our visit and they should not think that our visit is a threat or we are try expose anything of his management. I think the principals take that tone to his SMT and to his staff and then most of the time they are very receptive in terms of the attitude.

Subject Advisor 2: Mostly if you talk about educators, they feel scared because one is not sure of what it is that is required and secondly one is not sure of whether what he is doing is right or wrong. Mostly they become scared. However educators are unique which means their reception varies from one educator to another. Some will receive you warmly and freely interact with you. As far as principals are concerned generally they don't have a problem with us visiting their educators. One most problematic thing is that they don't want to take decisions that you go and assist. They start going to teachers and ask if it is okay for you to come and assist. You understand that they themselves are members of the unions. They would consult teacher or site stewards regarding your visit for them to okay it.

10. **Researcher:** How often do you have sessions with? SMTs (Probe: Why?)

Subject Advisor 1: In terms of our curriculum management schedule we have sessions once per term. We are having here three sub districts so by the end of the first month we have a session with sub district one, the following month sub district two and the third month sub district three so that by the end of the term we had sessions with all the sub districts. It is not possible to combine them in one venue, as I have said we have about 358 schools and if we talk SMT that could be multiply by four or five.

Subject Advisor 2: We normally have meeting with SMTs once a year though we sometimes don't get them because of the programmes that are disturbing. We explain to them what they need to do to assist teachers at the school in all the subject at a school level as in some cases SMTs don't teach my subject. Rather than that, whenever we visit a school we explain our visit to the SMT and when we finish we report to the SMT of our findings.

Researcher (Probe): Do you have something written in a form of report that you leave with the SMT?

Subject advisor 2: Not that, but the tool that I have spoken about. We use the tool with teacher and go to the principal's office to copy the report so that they keep in their records. That is the only thing that is written down.

11. **Researcher:** Describe what you normally do when you have sessions with the SMT (Probe: Why?)

Subject advisor 1: Mainly we are focusing on curriculum management and assessment which is quite a challenge because most of our SMTs including the principal seem not to have undergone what we call induction sessions. Sometimes a school principal can be promoted to the position without even having tasted the management experience from post level one to post level four. That is the deep end. You need to have those fundamental workshops especially on curriculum and assessment issues.

Subject advisor 2: We explain to them what they have to do in trying to monitor the work of the educators. We tell them requirement of each and every subject especially the formal assessment tasks that have to be done per term. We tell them what is expected of educators during continuous moderation so that they know beforehand.

12. **Researcher:** How does your work complement SMTs work of supporting educators in teaching and learning? (Probe: What gaps have you noticed? How can this be improved?)

Subject Advisor 1: Yes, these sessions that we are having with the SMTs because our district was one of the worst performing districts in terms of the results, we decided to have a special programme focusing on curriculum improvement. We came up with the idea of the annual assessment plan. If you look at the work schedule that I was saying it is designed by them in terms of saying this is the work that we should cover in a particular term. We complemented that as district by annual assessment plan which is also compartmentalised into terms that having taught this in this term, then this is what and how I should go about in assessing it and how I should manage that assessment and teaching process. In a way it is boosting the confidence of the SMTs because in way they know upfront what it is that should be done and this how I should supervise the work regardless of whether they have an insight of that subject or not but the basic framework of supervising that subject. Even may be in preparation for moderation at least they will know that informal assessment is something that should be done in order for the formal assessment to be done later and how they should go about even in crafting the school assessment policy. So it helps the SMT I would say.

Subject advisor 2: I think the problem that we have is that whenever we talk about SMTs you will find that we talk about the principal since many of our schools are small schools. In bigger schools you will find that HOD don't have a clear understanding of what they have to do in as far as curriculum issues are concerned. When you call them in meetings you find that the only people that come are the principals simply because may the principals fear to take a larger number of educators out of school. This makes us unable to reach the HODs at these meetings. We don't get the full complement of SMTs, The work of the HOD in school is curriculum specific. They are supposed to be principals of curriculum. The work that we are doing of assisting teacher is in a way complementing the work of the HOD. We are almost doing the same job at different levels.

13. **Researcher:** Explain what you think can assist to enhance collaboration and complementarity between Subject Advisors, EDOs, IQMS Coordinators, Principals and SMTs as people tasked to support teaching and learning? (Probe: Why?)

Subject advisor 1: I think that is a good question because what you will find is that so far I have been talking curriculum. When we come back from school visits for example on a Friday we make the report on the curriculum platform and then fortnightly we meet with IDSandG because some of the findings are not necessarily in our domain. You might for example find that the reason why this particular educator is not doing well in this particular subject is that this educator is merely assisting in that subject. The educator allocated officially to that subject is not at school for some reasons such as health and so on. We need to inform IDSandG on that. In that platform where we meet as the multi-disciplinary structure including support service that we call ESSS we now discuss extensively. That is where the task teams sometimes are crafted because as per needs from the findings of the school we might decide that certain schools need the attention of the particular section for intervention. At the level of the District manager the relationships between the communities at large he is championing that because in these that we are talking about he is chairing them and then there are those sessions that he feels we need to call upon the broader community for example issues of safety at schools. As everybody knows sometimes we are having a staggered programme of learner transportation and the programme is contested by the service providers and the community needs to be clarified on other issues. I do believe that such sessions do help. I would feel that such sessions are structured and are not forced by a condition or need to sit. They should be in the year planner so that before the question arises it is pre-empted.

Researcher (Probe): What role do EDOs play with regard to curriculum?

Subject Advisor 1: It is a very big role let alone that the scope of the EDO is wider than us because they are general in nature. In our sessions we are finding each other that teaching and learning is a core business. We advise that EDOs should every time they visit school he should make sure they check on curriculum issues. What we have done this year is that we have decided that we should attach a person from curriculum and we call that person a curriculum coordinator of that particular circuit. Every the EDO session may be with school or principals and or SMTs he should also communicate that with the curriculum coordinator so that can also be present in those meetings and have a slot. In a way this also helps the EDOs as they are also updated of development of curriculum issues. Although this has not reached to the point that we would like, we are doing it. It is in place. We have started it this year.

Subject Advisor 2: I think if schools can do their work. SMTs can do their work. SMTs are closest monitoring people to teachers, so if they can do their work properly by identifying teacher problems and call relevant people in the district to assist. They are the people who should galvanise support for teachers in the school. Sometimes you will find that EDOs have got a manageable number of schools rather myself who is allocated many schools in the district. If an EDO in his or her circuit can do needs analysis and try to galvanise support for teachers in his her circuit. They are also doing their work which is of trying to assist the learner in the classroom. To me EDO should go beyond administrative issues to identify the needs of educators on matters related to their subjects. One other thing that we are missing is I am not sure whether it is my district or it general to all other districts, IQMS, I may not be able to understand the work of IQMS coordinators. One of the things that I understand by IQMS is trying to assist educators to perform better in their teaching. At this point in time teachers look for lessons that are more comfortable with which to me is not the primary role of IQMS. The problem is that when IQMs was introduced it was linked to monetary value and this makes educators gunning for higher scores rating. I think educators still need to workshoped or it still needs to be advocated to the primary

value of IQMS. In the IQMS documents I believe there are areas that educators need to state their problems. If we can get access to that by sitting with IQMS coordinators and get the needs of educators, I think that can assist if the needs of educators are in the area of our specialisation. This is currently not happening in our district.

14. **Researcher:** How do you assess the impact of your support to schools (Probe: How do you recognise change? What indicators show you that your support really had an impact?)

Subject Advisor 1: We normally conduct common assessment tasks. Those tasked are marked and moderated. Once the marks of the learners are recorded there is moderation session where we first moderate the script of the learners. We check how the learners respond. We check every aspect of the marker (educator). We look at the achievement levels of the learners whether is improving or not. This we call performance analysis of learners. From there since you would have schools that you have sample as it would be taxing to check all schools of about 358. As we need a feel of how learners are responding to our paper we need to sample. Out of that we able to gauge how learners are performing. We can say whether we are improving or we need to reinforce there and there. When we are doing the analysis for question that is where we are able to zoom in so that for example we can say that particular question generally had a problem or not. We can see if there was a general problem of the question or the level of readiness for the learners to write that particular topic or question. Then out of that we plan our contentment gap workshops so that we fill that.

Subject Advisor 2: Like sometimes we go to schools and one of the areas that we assist educators is how part of delivering a lesson. We also assist educators on how to set a task. A formal assessment task should have a variety of learning outcomes and a specific learning outcome is allocated a specific percentage. If a formal assessment task is balanced according to requirements you would see it that your support had an impact. I am siting that because that is only the main thing that is us in seeing the impact rather hearing from the educator as I indicated that we are still struggling to get into the classroom where we can be able to see the impact because the ultimate impact must be in the learners.

Researcher (Probe) Does CASS moderation help you?

Subject Advisor 2: Yes it does help us because it is when you see that the tasks are balanced according to the requirements. Sometimes you find that a certain educator has only dealt with one learning outcome for the rest of the term.

SECTION C: SUPPORT AND MONITOTING

1. **Researcher:** describe how do you support educators to be better teachers in school?
- SMT 1:** Mmh. Other educators come to school drunk. Educators have personal family problems. We try and support them by showing the effects of losing their jobs. We talk to them.
- SMT 2:** Sometimes educators get into the field without a proper knowledge of the subject. They tell themselves that they will accept the offer because they want job. As an SMT member you should make them love their subjects.
- Researcher (Probe): How do you do that?
- SMT 2:** You do that by showing them how to approach the subjects, example other topic requires that learners are outside the classroom and you encourage them to do that. Sometimes you invite other people from outside and this will make an educator gradually developing love in it. You should as SMT members involve teachers when doing subject

allocation so that teachers themselves choose subject they will teach in that particular year. You should make subject allocation everyone's problem

Researcher (Probe) Do you sometimes have behavioural problems amongst teachers?

SMT 2: Yes, that happens sometimes. When a teacher comes to school drunk is unacceptable and unprofessional.

Researcher (Probe): How do you deal with such problems?

SMT 2: Because we are human beings we call that particular educator and tell ask him to go home to avoid him being seen by the learners in this situation. Sometimes it also happens with the learners who come to school drunk and we send them back home. These learners sometimes attend certain occasions in the community and they are given alcohol to consume. When they come to school the following day they are still drunk.

Principal 1: What I do is to supervise them on their work. When I identify a problem I encourage them to assist each other. I don't want to lie my educators work collaboratively. Even with the English I teach I sometimes request other educator whom I know is good in English especially in the oral section (topic) to assist me where necessary as I know I am not good in oral. Other do assist others voluntarily when they

Researcher (Probe): Do you have a plan to assist each other.

Principal 1: No we do not have plan written to assist each other but we do assist each other.

Researcher (Probe): How do you use your school improvement plan (SIP)?

Principal 1: We do have SIP we do use it but we do not follow it all the time. We normally submit it to the district and the EDO sometimes want to know progress of the SIP.

Principal 2: I motivate them. I even call the EDO to come and say something in motivating teachers who have done well. It works very well when motivation comes from somebody else outside the school. I also in parents' meetings tell the parents of the achievement and good work by educators. Parents would motivate educators and commend them on the good work they have done. When something good is said about their work motivates the educators. When the educators have not done well I sit down with them and we correct each other. We tell that particular educator that it is not the end of the world there is always a room for improvement.

IQMS 1: I encourage them to read and look for more information so that they become knowledgeable. *Heyi abantu abaninzi badiniwe yilento yokutitsha, abanye bayayiyeka lento.*

IQMS 2: It through motivation. Morale of educators is very low at the moment. I always tell them that emphasis should be on the learners and not us. I say to them they should read positive literature. I say to them if they don't have role models they must look for them. I say to them they should proud of what they are doing. I tell them that they should be good role models and that they must strive to upgrade their style of life in the work place. I say to them they must not always look for someone they must try to do things themselves and seek assistance later.

EDO 1: I make them to perform better by supplying them with resources. I assist them on policy and I check if they plan. I check if work schedules are there and learners are doing their work as per policy. Where there are gaps I try to fill those gaps. As a person who once served as IQMS coordinator I try and organise workshops through IQMS section so that teachers are capacitated. We also sit in the DTT and analyse educators development needs. I also go to schools with motivational speakers as educators are demotivated. Some educators are overloaded such that they resist going to their class. We go there to boost their morale.

EDO 2: I have said a lot about this, I motivate them and interpret policies for them.

Subject Advisor 1: It is very broad to say this is what we are doing but the educators in our sessions we make sure that we make a space for a general motivation for educators. There is a sense that educators generally educators are getting more and more demotivated. We need to have some short pep talks with them so that they can feel that what they are experiencing is not something that is unique to them but a general issue and it is acknowledged. Under those circumstances we might not put some high expectations on them we should be realistic. In way it becomes a buy in with the educators because they might end up not even attending our sessions if we are looking to be hard of them by being unrealistic our expectations. I think motivation with me is working. You should make sure that you make them understand that you also understand the situation that they are working under. For example some of them had their contract terminated at the beginning of the year and some are not citizen they are not sure whether they are in the system. On the other side we should maintain the standard in terms of expectation from them and this help to develop a trust between you and them.

Subject Advisor 2: I assist them in the content and approaches that they need to use in delivering the content. For instance I shared with educators the approach that I think I discovered it myself, that one of discovering rather cramming mathematical tables. Mostly that is how we assist teachers. By assisting them in content, approaches and setting.

2. **Researcher:** How do you monitor the work of educators?

SMT1: I monitor them once a month. I look it they have done the required number of tasks. I check if they have done written tasks, tests and projects. This data is valuable to me in that it gives me an understanding of how educators do their work. If educators are in pace with the work schedules and pace setters.

SMT 2: We first give support to educators and explain our expectations in terms of what is required of them. You motivate educators and encourage them. You give them pace setters and make sure that they have work schedules.

Principal 1: We do class visits and as we do that we record on the book we are using. We thereafter sign the book and the educator should also counter sign on the book. We also use green pen to sign of the learners and educator file as proof that we did monitor the work of educators. We also use memorandums to monitor of educators. This assists us to know how educators set tests for learners. If we find mistakes we do support accordingly.

Principal 2: Firstly there should be time table for the whole school that will tell me who is supposed to be where and when. There should be also subject timetable so that when a teacher goes to class a list of learners appears on the register and the class leader signs it. The topic that the teacher was tackling should also appear on the register. This helps me to know that teachers do attend classes and if the learners attend classes and how many were in a particular class at that time.

IQMS 1: I look at their files to check if preparations are done. This helps me to identify the gaps and intervene where necessary.

IQMS 2: I don't data from them but I check it. I check if they have management plan, development plan, action plan to implement the SIP, the availability of SIP. I also check if they have summative timetable. I check if they do classroom observation and look into their filing and filling of the score sheets. It is valuable in that it shows what effect can be expected. This data will show if they understand IQMS as a development system. It will also show me the levels of commitment in the implementation of the IQMS process.

EDO 1: There is a tool that we use to monitor the work of educators on quality teaching and learning. We ask for teachers preparation books. We also ask for learner portfolios. By doing that we are able to identify the gaps. We also check the supervision books of the SMT. Sometimes we learn that SMTs never went to class to supervise the work of other educators.

Researcher (Probe): What do you do if there are gaps?

EDO 1: If there are gaps in terms of curriculum since we do not have enough Subject Advisors we organise service provider outside through IQMS section to come and develop educators.

EDO 2: See question above 7 and 8 above.

Subject Advisor 1: Like I said the point of departure is planning. We assist in terms of planning by developing the material as it is our job description. Educators themselves also should develop the material but due to our finds we decided that we to it further by developing work schedules and pace setter and annual assessment plan for educators so that educators focus more on teaching than doing the paper work. We find that that assistance is working. When we support for educators we look at that data to check how much they are using it and how much it is of use to them. It helps reflex so that we can reinforce or redevelop our material. Sometimes they would critique us and say the time frames were impossible. For example if there was a labour action or any general disturbance that affected teaching and learning You find that pace setters are rigid in terms of the time frames and we discuss as to how best can we adjust our pace setter to suit our situation taking into cognisance of major delays that have taken place. So that helps us to not always to looking into reinventing new things other than consolidating that which we already have. The thing is not that the educators, I would assume, do not want to do the work but the thing is that the educators are possibly being pressured by the skill and rigid pace setter. If am not flexible enough to acknowledge whatever circumstances that lead to the deviation of a pace, it might now not being about the pace setter it might be about the office. Those are the things that I need to tackle.

Subject Advisor 2: Monitoring is through CASS moderation. Here you are able to burn fee the work of educators. The educators who don't come to moderation we report them to EDOs. You will find sometimes nothing has happen. Nonattendance of educators to CASS moderation has an impact on the subsequent CASS moderation since those who were present will as well not avail themselves for CASS moderation. In moderation we look for educator file or portfolio. We look for learner files. We look for learners work books. We look for the work done by the learners. If there is a question paper then needs to be an answer sheet for that test and there should be mark for that particular test or assignment. It is then that we are able to see the impact of our work.

Researcher (Probe): What is that you look for in the educator portfolio?

Subject Advisor 2: In the educator's portfolio we look for planning documents. We want them to be there so that we can see if the teacher does the work as per requirements. We look for memoranda. We also look for recording sheets and personal timetable of the teacher. The personal time table help us to establish if a teacher has enough time for a particular subject.

3. **Researcher:** What tools do you use to monitor the work of educators?

SMT 1: We use the tool that we get from the district office to monitor the work of educators. We don't have our own tools instead we modify them to suite our way.

Researcher (Probe): How are you tools assisting you in monitoring the work of educators?

SMT1: They assist us a lot. As I have said these tools help us to know if educators are doing their work as per the requirement of the work schedule.

SMT 2: Tests are the tools to monitor the work of educators. We use the school moderation tool by which we check if educators have done their work. We check if the work has been marked. We check if work schedule is available and if time table is available. We also check the learner portfolio.

Researcher (Probe): How does the data assist you?

SMT 2: Yes, it assists us a lot because we check the quality of work done by educators and standard of assessment.

Principal 1: See question 2 above.

Researcher (probe): Explain what in your view can be done to improve principals' support for teaching and learning in schools. (Probe: Why?).

Principal 1: It will help if principals' work would be reduced especially teaching duties. You will find that there is a lot of teaching and paper work. Though we have clerks they also come to us as they deal with issues of DoE and you must always give guidance. If teaching duties would be reduced we will be able to observe the work of educators and be able to support them.

Principal 2: Yes, there is something that we write on so as to check what a particular was doing in class. We record down. I also check the syllabus coverage. All this information is kept in my management file which is assessable to all other SMT members

IQMS 1: I have a checklist. I check the availability of what I need. These checklists assist me because I can see the availability and non-availability of what I want.

IQMS 2: I don't monitor the work of educators in the classical way that is classroom situation. What I do monitor is their role as DSG member and as individual. I would expect that the Personal Growth Plan (PGP) is done. I will expect to the minutes that reflect DSG meetings and how they deal with challenges.

Researcher (Probe): What tools do you use?

IQMS 2: With educators I don't have tools. I only have tools for schools which is more like a checklist. When educators don't have these documents I keep on supporting them again, again and again. Speak to the DSG, speak to the principal I just carry on.

EDO 1: See question 2 above.

EDO 2: We have tools that we have developed as a district and these tools help us to see if policies are implemented and if the school is functioning effectively, that is, time is managed, educators work is monitored, and finances are properly managed and so on.

Subject Advisor 1: Like I said the pace setter is one of the tools and in that pace setter we subdivide the term itself into topics. Out of those topics we have the assessment tasks that at least that you must have a minimum of these formal assessed tasks in this term and that gives them at least a pace. Some educators might be inexperienced and they might need a push from behind so as to make them cover the work they should do. We then have moderation tools which are in their provincial assessment guidelines. There are there with them and as they are assessing they look as to how this work is being moderated at cluster and at district level. Each tool is mediated we don't just throw the tool we explain the tool to the educators. We explain the purpose of each instrument or tool.

Subject Advisor 2: We have special tool that are called provincial assessment guidelines (PAG). There you will find that there is section that talks learner portfolio and educator portfolio. These tools are assisting in that they tell when it's a test meaning that one needs to know the features of every task such as test assignment, project and so on. In situation when it is not tallying with that particular form of assessment, it is the when you assist the educator by setting that particular task. One needs to know how each assessment task should be, how it look like.

Researcher (Probe): What challenges to often encounter when monitoring the work of educators?

Subject Advisor 2: You will find that mostly the tasks that they are doing are just derived or asked from only one learning outcome. Secondly they have a problem in differentiating forms of assessment. They would just give a name to a task. Though you could see that

this is supposed to be an assignment they would say it is investigation especially when they know that in that particular term they should have done investigation. They just name the tasks sometimes. Sometimes they just make learners write class work and homework and when they are due to go to moderation they select some of these and name them assignment or investigations. Which means you will find that they are doing informal assessment tasks. Another problem is when educators do not administer the required formal assessment tasks. Sometimes they sit down in a single day and make the learners to write all the required formal assessment tasks in that particular day. This is very much unfair to the learners as the term consists of three months and this will not assist learners to perform better.

4. **Researcher:** How do you view the support that is given by you (SMT member) to educators at schools? (Probe: Does it worth it)

SMT1: To me the support that is given by us is very important because educators after we have talked to them they change. It does worth it. It really works.

SMT 2: It is very important because in the school for instance we have principal who is looking after the general wellbeing of the school. Those who are under him should be very strong in supporting educators in teaching and learning. Principal attends to a number of things such as meetings and SMT members must be strong in supporting educators. The improvement of educators is largely dependent on SMT members as they are in charge of controlling and monitoring the work of educators. Sometimes it happens that a principals is somebody who is untouchable or who is always absent for certain reasons so educators depend on SMTs to voice their problems. Some problems are personal and the closest person to confide to those is an SMT member. Sometimes the principal is not given the real story of the problem but SMT as they are close have access to some of the private information of educators.

Subject Advisor 1: I tell you that being a Subject Advisor is a dream job to me. It is the best thing so far that I have experienced and that it is also something that I still wish to experience for a long time. It puts you direct in the middle. There nothing that can make you feel you want to assist but you don't know where exactly to start. Being a Subject Advisor you are a field worker. That is the basic job description. We assemble in this office on Fridays normally and from Monday to Thursday we are on the field. You get to experience that for example in school A there was this indicator and I did not take it too much but in school B same thing cropped out may be there is something about that. It helps you able to do your homework and when you doing feedback in terms of the results of your homework. I think I am better positioned as Subject Advisor because as I manage to pin point where the problem is. Even when I report to my supervisor I have first-hand information and that makes them to develop a trust on me.

Subject Advisor 2: I view it as important see I make impact in terms of supporting educators in their work. When I support them I know I make a great impact on the large number of learners.

5. **Researcher:** How do educators respond to the support given by you as SMT? (Probe: What attitude do they display?)

SMT1: They are fine. They don't have problems. However people are lazy to work educators don't want to get into classes and do their job. Other bunk class and do their things during the school time. It is difficult.

SMT 2: See question 9

6. **Researcher:** What in your opinion affect positively your work of supporting teaching and learning? (Probe: Why?)

SMT1: To me compliance is very important. If educators can learn to comply on the set time frames and do their work that can assist us as SMT members.

SMT 2: It is the response that you get from people you are dealing with. If they respond positively then you would see that I am doing my work.

Principal 1: To me it is positive attitude, myself and educators. As a principal you are like a social worker you deal with lot of issues so you must adopt positive attitude. Other thing is cooperation and transparency.

Principal 2: The support that is given by the parents and commitment on the side of educators contribute positively in teaching. Dedication and sense of competition among learners also affect positively my work.

IQMS 1: Availability of resources such as transport and communication facilities such telephones.

IQMS 2: Supportive educators and principals. Support from provincial office. Support from other IQMS coordinators.

EDO 1: When you visit a school and you find that teachers are trying even in the absence of resources. You feel that your support had really had an impact on the attitude of teachers. When learners are performing well in their studies also makes you feel that you are actually doing well.

EDO 2: It is talking with people and they change in their attitude. It is when motivating educators and their change in behaviour and when I realise that I have made an positive impact in any crises resolution situation.

Subject Advisor 1: I tell you that being a Subject Advisor is a dream job to me. It is the best thing so far that I have experienced and that it is also something that I still wish to experience for a long time. It puts you direct in the middle. There nothing that can make you feel you want to assist but you don't know where exactly to start. Being a Subject Advisor you are a field worker. That is the basic job description. We assemble in this office on Fridays normally and from Monday to Thursday we are on the field. You get to experience that for example in school A there was this indicator and I did not take it too much but in school B same thing cropped out may be there is something about that. It helps you able to do your homework and when you doing feedback in terms of the results of your homework. I think I am better positioned as Subject Advisor because as I manage to pin point where the problem is. Even when I report to my supervisor I have first-hand information and that makes them to develop a trust on me.

Subject Advisor 2: Yho, as I said earlier on it is when I sit with the educator with a problem and after sitting with him I find that that particular educator is gaining more confidence on what I am assisting him on that he will be able to impart to the learners.

7. **Researcher:** What in your opinion affect negatively your work of supporting teaching and learning? (Probe: Why?)

SMT 1: Lateness of late coming, lack of work ethics and absenteeism. To me these are the factors that hinder or affect negatively the work of SMT. Teacher like to be late and in most cases they attend their personal problems during school time of cause they have the right to do so. They are entitled to leaves.

SMT 2: Negative response from the people you dealing with.

Principal 1: No, I don't have problem, not me. The slight problem that I once had was when I was a SADTU member and it happened that as members of the union we should not go to school. I became negative because I could not understand how I can leave learners alone at school. I decided to leave SADTU and joined NAPTSA. There was a

stage when we had many SADTU members here at school. Sometimes they would want to make their ruling for the entire staff but we managed those. Sometimes you have more than one SADTU executive members in the school and when there are SADTU meetings they are required to attend those meetings so you have to manage those situations.

Principal 2: Late delivery of books and redeployment are affecting my work negatively. Teacher unions also disrupt in that there are meetings that are called during teaching hours when learners are supposed to attend. Although they these do not happen quit often, when they happen they disrupt. There are also memorial services that are called by unions that also disrupt tuition time.

IQMS 1: It is clashing of programmes. Sometimes you find that you have to stop your programme because of the other programme that emerges as we deal with one clientele. It is also the non-availability of resources.

IQMS 2: Non-cooperation by union. Poor planning by other sections. Lack of coordination between section at district level. Notification of programmes not in good time. Delays in procurement processes. Lack of resources such as photocopying machines, data projectors, stationery, cell phone money.

EDO 1: It is very frustrating to see teacher not doing their job despite your attempts to support them. If for instance you provide teachers with resources and yet they do not perform you become demoralised as you know that it will have a negative impact on learner performance.

EDO 2: It is when you realise that your efforts of supporting schools do not yield positive results.

Subject Advisor 1: I will be honest with you. The climate under which the department is working is not stable. Sometimes we need to be on par constantly with the social partners and sometimes we are not singing the same song and unfortunately you might find that there is a decision or position that says that for us as teaching fraternity to be more effective and to get attention we will not cooperate with department. Sometimes there is a veil where you find that you continue with your programme not knowing that there is such a position and when you get to school it is only then when you learn that there is such a position and you should have respected that position. It is not matter of saying, no sir there is this position and please find other time.

Subject Advisor 2: It is being unable to go and support educators due to a variety of problems. As I said earlier on the lack of transport impacts my work negatively. Programmes that are not subject specific that we should engage on, also impact negatively on my work. The other thing that impacts negatively on my work is when the teacher unions are not allowing us to visit schools.

8. **Researcher:** Do you have anything that you would like to share with me regarding your work as a SMT member?

SMT1: Mmh, enjoyment. I handle a number of things so it means I am exposed to a lot of things with regard to school management.

SMT 2: No, nothing.

Principal 1: there is a lot of work. You deal with many people educators, learners and even parents. They come with different attitudes and as a principal you should adapt to their mood and be always down. You must be flexible as a principal. The functionality of the school depends largely on the principal. We also have problems of discipline and disrespect among educators and we have to manage those. As a principal you should shoulder those different behaviours. You will find that teachers send their children to better schools (former model c schools) and they do not attend school in our poor schools. I

think if EDOs can be centred near schools such that they spend, perhaps the whole week in the school and do that alternately to other schools. The behaviour of the young teachers is not the same as those teachers of the past. It is difficult.

Principal 2: it is a difficult job especially when you are teaching principal. Being a principal hard in that as principal you don't leave your job at school. You think about your job even when you are at home because you always want to achieve the best. You think about strategies to make teachers and parents understand and realise the vision and mission of the school. You think about the problems of educators, learners and parents. When you are high school principal you must be always on toes as when grade 12 learners fail as if you have failed. The morale of educators is dropping. I don't know if it is about their financial position. Whenever educators want increment from government they have to go to strike and there is this thing of redeployment that makes teachers uncertain about their future in terms of the school that they are teaching in.

IQMS 1: This this is quite enjoyable. It just needs a commitment on your side as person who is coordinating it.

IQMS 2: I find it demoralising because by nature I am a very enthusiastic person. I can that we missing the point in IQMS. There is a lot of paper work. IQMS should be delinked with money. To me class visits should be done quarterly. There should external moderators in terms of class visits. I think team work should be encouraged rather than subordinate kind of approach. People should share what they know to make other people grow.

EDO 1: No, Either than saying that it is quite a challenging job because you are not dealing with one issue you deal with many issues and you learn almost every day. The conflicts that you resolve and problems that you encounter there at the end of the day make you grow and these make you feel that you actually make an impact.

Researcher (Probe): What sorts of problems do you normally encounter?

EDO 1: There are so many tensions at schools. Some of these are cause by the fact that teachers are demotivated as teachers are overloaded. Learner numbers are decreasing and teachers are faced with redeployment. Teachers often quarrel over redeployment issue. Teacher unions are vocal about reappointment of temporary educators which of cause to me is correct but sometimes they refuse us to go and visit school to support and sometimes their actions are not communicated to us.

Researcher (Probe: You made mention of lack resources in schools. What about the funding that comes from DoE for schools to purchase resources?

EDO 1: School allocation as it is not enough and is based on the previous learner numbers and when learners increase it becomes a problem. This money is also itemised according to cost items. This makes some schools especially small schools unable to purchase resources like photocopiers.

Subject Advisor 1: The position that I am in at the moment is very advantageous. As long as I am interested in education I will cherish the position no matter how the temptations come. Most of us want to come up and sometimes when we are up we miss something that you cannot go back to. At least it important while you are still there you take advantage of that. It is a good job.

EDO 2: No, I think I have said it all that I wish to share with you.

Subject Advisor 2: I think what I want to share with you is what I have already shared already. It is quite an interesting piece of work which is very much enjoyable especially when you see that you have made an impact in terms of making educators gaining confidence in what you have assisted them on. You feel great when you know that the small number of educators you have assisted will thereafter go to their various schools

and assist learners. It is then that t you realise that you have made an impact on a larger number of people and this makes the job satisfactory.

APPENDIX B

Title of the Study

Education District Office support for teaching and learning in schools: the case of two selected districts in the Eastern Cape

INTERVIEW SCHEDULE

INSTRUMENT 1

SUBJECT ADVISORS

July/August 2012

INTRODUCTION

1. Purpose of the interview:

The purpose of this interview is to investigate the role played by EDOs, IQMS Coordinators and Subject Advisors in ensuring quality teaching and learning in Eastern Cape schools. An in-depth understanding of how these officials execute their work of supporting teaching and learning in schools.

2. Guaranteed Anonymity and Confidentiality:

I will conform to the ethical considerations of research. This means that I will not share information about you with others for purposes other than research as this is unethical. Your name and the institutions will not be mentioned in the research and the information about you as individual will be kept confidential. I will not record your name nor your institution anywhere on the interview questionnaire.

No one will be able to link you to the answers you give. Only the researcher will have access to the information. The information will remain confidential and there will be no “come-backs” from the answers you give.

Please understand that you are not being forced to take part in this study and the choice whether to participate or not is yours alone. However, we would really appreciate it if you could share your thoughts with us. If you choose not take part in answering these questions, you will not be affected in any way. If you agree to participate, you may stop at any time and tell me that you don't want to go on with the interview. If you do this there will also be no penalties and you will not be prejudiced in any way. This means that confidentiality will be observed professionally.

3. Permission to Tape:

Since I will need to transcribe some of the information from the interview, I request that these interviews be recorded so that after the interview I am able to listen again to our conversation. Do you have any objections?

4. Any questions:

Do you have any question regarding the interview process and the information that I will get from this interview?

INTERVIEW QUESTIONS

SECTION A: BIOGRAPHIC INFORMATION

1. Male or Female

2. How long have you been an educator? (**Probe:** How many of those did you serve as teacher at school?)

3. How many years have you been serving as Subject Advisor?

4. What do you find interesting about your job as Subject Advisor?

5. What challenges do you often encounter in your job?

SECTION B: SUBJECT ADVISORS' ROLES AND PRACTICES OF SUPPORTING TEACHING AND LEARNING IN SCHOOLS

1. What do you regard as your job as a Subject Advisor? (**Probe:** What do you understand support to mean?)

2. How many schools are you responsible for in your district?

3. How often do you visit each school?

4. Describe what you do when you visit a school to support teaching and learning. (**Probe:** Why?)

5. What are your visits mainly about?

6. What in your opinion constitutes quality teaching and learning? (**Probe:** Why? How do you think this can this be achieved?).

7. How does your support address the issue of 'quality' in teaching and learning?

8. How do you think your support assists in the enhancement of teaching and learning in schools? (**Probe:** Why?).

9. Describe the attitude displayed by (a) Principals and (b) Educators when you visit schools for the support. (**Probe:** Why do you think they display such an attitude?).

10. How often do you have sessions with SMTs? (**Probe:** Why?).

11. Describe what you normally do when you have sessions with SMTs. (**Probe:** Why?).

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12. How does your work complement SMTs' work of supporting educators in teaching and learning? (**Probe:** What gaps have you noticed? How can this be improved?).

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13. Explain what you think can assist to enhance collaboration and complementarity between Subject Advisors, EDOs, IQMS Coordinators and Principals and SMT members as people tasked to support teaching and learning? (**Probe:** Why?).

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-
-
14. How do you assess the impact of your support to schools (**Probe:** How you recognise change in quality? What indicators that show you that your support really had an impact?)

SECTION C: SUPPORT AND MONITORING

1. Describe how you support educators to be better teachers in schools

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-
2. How do you monitor the work of educators? (**Probe:** What data do you collect during monitoring visits? How do you use that data?).

-
-
-
3. What tools do you use to monitor the work of the educators? (**Probe:** How are your tools assisting you in monitoring the work of educators?).

4. What in your opinion positively affects your work as Subject Advisors? (**Probe:** Why do you think this negatively affects your work?).

5. What in your opinion affects your work negatively as Subject Advisors? (**Probe:** Why do you think this negatively affects your work?).

6. Do you have anything else that you would like to share with me regarding your work as Subject Advisor?

END

THANK YOU FOR YOUR TIME

APPENDIX C

Title of the Study

Education District Office support for teaching and learning in schools: the case of two selected districts in the Eastern Cape

INTERVIEW SCHEDULE

INSTRUMENT 2

EDOs OF PARTICIPATING DISTRICTS

July/August 2012

INTRODUCTION

1. Purpose of the interview:

The purpose of this interview is to investigate the role played by EDOs, IQMS coordinators and Subject Advisors in ensuring quality teaching and learning in Eastern Cape schools. An in-depth understanding of how EDOs, IQMS Coordinators and Subject Advisors execute their work of supporting the process of teaching and learning in schools is required .

2. Guaranteed Anonymity and Confidentiality:

I will conform to the ethical considerations of research. This means that I will not share information about you with others for purposes other than research as this is unethical. Your name and the institutions will not be mentioned in the research and the information about you as individual will be kept confidential. I will not be recording your name nor your institution anywhere on the interview questionnaire.

No one will be able to link you to the answers you give. Only the researchers will have access to the unlinked information. The information will remain confidential and there will be no “come-backs” from the answers you give.

Please understand that you are not being forced to take part in this study and the choice whether to participate or not is yours alone. However, we would really appreciate it if you could share your thoughts with us. If you choose not take part in answering these questions, you will not be affected in any way. If you agree to participate, you may stop at any time and tell me that you don't want to go on with the interview. If you do this there will also be no penalties and you will NOT be prejudiced in any way. This means that confidentiality will be observed professionally

3. Permission to Tape:

Since I will need to transcribe some of the information from the interview, I request that these interviews be recorded so that after the interview I am able to listen again to our conversation. Do you have any objections?

4. Any questions:

Do you have any questions regarding the interview process and the information that I will get from this interview?

INTERVIEW QUESTIONS

SECTION A: BIOGRAPHIC INFORMATION

1. Male or Female

2. For how long did you serve as teacher at post level one?

3. For how many years did you serve as a Principal?

4. How long have you been serving as EDO?

5. What is interesting about your job as EDO?

6. What challenges do you often meet in your job? (**Probe:** How do you try and address these challenges?)

SECTION B: EDOS' ROLES AND PRACTICES OF SUPPORTING TEACHING AND LEARNING IN SCHOOLS

1. How many schools are you responsible for in your circuit?

2. How often do you visit each school per academic year (**Probe:** Why?)

3. What are your visits mainly about? (**Probe:** Why)

4. What do you regard as your role with regards to supporting teaching and learning process in schools? (**Probe:** What do you understand support to mean? Explain what EDOs do when they visit a school to support teaching and learning).

5. What in your opinion constitutes quality teaching and learning? (**Probe:** Why? How can this be achieved?).

6. How does your support address the issue of 'quality' in teaching and learning? (**Probe:** Why? What specific activities do you engage in to address quality teaching and learning?)

7. Explain what you do when supporting teaching and learning in your schools. (**Probe:** Why).

8. How do principals respond to your support as EDOs? (**Probe:** What kind of attitude do they display?).

9. How often do you have sessions with SMTs?

10. Describe what you normally do when you have sessions with school SMTs (**Probe:** Why?)

11. How is EDOs' support assisting in the enhancement of teaching and learning in schools? **(Probe: Why?)**.

12. How does your work complement SMTs' work of supporting educators in teaching and learning? **(Probe: Why?)**.

13. Explain how SMTs respond to EDOs' support to schools? **(Probe: What attitude they display)**.

14. Explain what you think can assist to enhance collaboration and complementarity between district officials and SMTs as people tasked to support teaching and learning? **(Probe: Why?)**

15. Explain what you think can be done to improve EDOs' support of teaching and learning in schools **(Probe: Why?)**

16. How do you assess the impact of your support to teaching and learning? **(Probe: How you recognise change in quality? What indicators that show you that your support really had an impact?)**

SECTION C: SUPPORT AND MONITORING

1. Describe how do you support educators to be better teachers in schools

2. How do you monitor the work of educators? (**Probe:** What data do you collect during monitoring visits? How do you use that data? How is this data valuable to you?).

1. What tools do you use to monitor the work of the educators? (**Probe:** How are your tools assisting you in monitoring the work of educators?).

2. What in your opinion positively affects your work of supporting teaching and learning? (**Probe:** Why?)

3. What in your opinion negatively affects your work of supporting teaching and learning? (**Probe:** Why?)

4. Do you have anything else that you would like to share with me regarding your work as an EDO?

END

THANK YOU FOR YOUR TIME

APPENDIX D

Title of the Study

Education District Office support for teaching and learning in schools: the case of two selected districts in the Eastern Cape

INTERVIEW SCHEDULE

INSTRUMENT 3

IQMS COORDINATORS PARTICIPATING DISTRICTS

July/August 2012

INTRODUCTION

1. Purpose of the interview:

The purpose of this interview is to investigate the role played by EDOs, IQMS and Subject Advisors at district level in ensuring quality teaching and learning in Eastern Cape schools. An in-depth understanding of how these officials execute their work of supporting the process of teaching and learning in schools is required.

2. Guaranteed Anonymity and Confidentiality:

I will conform to the ethical considerations of research. This means that I will not share information about you with others for purposes other than research as this is unethical. Your name and the institutions will not be mentioned in the research and the information about you as individual will be kept confidential. I will not be recording your name nor your institution anywhere on the interview questionnaire.

No one will be able to link you to the answers you give. Only the researchers will have access to the unlinked information. The information will remain confidential and there will be no “come-backs” from the answers you give.

Please understand that you are not being forced to take part in this study and the choice whether to participate or not is yours alone. However, we would really appreciate it if you could share your thoughts with us. If you choose not take part in answering these questions, you will not be affected in any way. If you agree to participate, you may stop at any time and tell me that you don't want to go on with the interview. If you do this there will also be no penalties and you will NOT be prejudiced in any way. This means that confidentiality will be observed professionally.

3. Permission to Tape:

Since I will need to transcribe some of the information from the interview, I request that these interviews be recorded so that after the interview I am able to listen again to our conversation. Do you have any objections?

4. Any questions:

Do you have any question regarding the interview process and the information that I will get from this interview?

INTERVIEW QUESTIONS

SECTION A: BIOGRAPHIC INFORMATION

1. Male or Female

2. For how long did you serve as teacher at post level one?

3. For how many years have you been serving AS IQMS coordinator?

4. What is interesting about your job as IQMS coordinator?

5. What challenges do you often meet in your job? (Probe: How do you try and address those challenges?)

SECTION B: IQMS COORDINATORS' ROLES AND PRACTICES OF SUPPORTING TEACHING AND LEARNING IN SCHOOLS

1. How often do you visit each school per academic year? (**Probe:** Why?)

2. What are your visits mainly about?

3. What do you regard as your role with regard to supporting teaching and learning? (**Probe:** What do you understand support to mean?)

4. Explain what IQMS Coordinators do when they visit a school to support teaching and learning.

5. What in your opinion constitutes quality teaching and learning? (**Probe:** Why? How can this be achieved?).

6. How does IQMS coordinators' support address the issue of 'quality' in teaching and learning? (**Probe:** Why? What in your opinion should constitute IQMS Coordinators support of teaching and learning?).

7. How do educators respond to your' support of teaching and learning in schools? (**Probe:** What attitude do they display?)

8. Explain what you do when you have sessions with SMTs. (**Probe:** How often do you have sessions with SMTs?).

9. How is your support assisting in the enhancement of teaching and learning in schools? (**Probe:** Why?)

10. How does your work complement SMTs' work of supporting educators in teaching and learning? (**Probe:** Why).

11. Explain what you think can assist to enhance collaboration and complementarity

between IQMS coordinators, EDOs Subject Advisors and SMTs as people tasked to support teaching and learning?

12. Explain what you think can be do to improve the support for teaching and learning in schools by district officials. (**Probe:** Why do you think this can improve the support for teaching and learning in schools?)

13. How do you assess the impact of your support to teaching and learning? (**Probe:** How you recognise change in quality? What indicators show you that your support really had an impact?)

SECTION C: SUPPORT AND MONITORING

1. Describe how you support educators to be better teachers in schools

2. How do you monitor the work of educators? (**Probe:** What data do you collect during monitoring visits? How do you use that data? Why is this data valuable to you?)

- 3, What tools do you use to monitor the work of the educators? (**Probe:** How are your tools assisting you in monitoring the work of educators?).

4. What in your opinion positively affects your work of supporting teaching and learning? (**Probe:** Why?)

5. What in your opinion negatively affects your work of supporting teaching and learning?
(**Probe:** Why?).

6. Do you have anything else that you would like to share with me regarding your work as IQMS Coordinator?

END

THANK YOU FOR YOUR TIME

APPENDIX E

Title of the Study

Education District Office support for teaching and learning in schools: the case of two selected districts in the Eastern Cape

INTERVIEW SCHEDULE

INSTRUMENT 4

PRINCIPALS OF PARTICIPATING SCHOOLS

July/August 2012

INTRODUCTION

1. Purpose of the interview:

The purpose this interview is to investigate the role played by EDOs, IQMS Coordinators and Subject Advisors in ensuring quality teaching and learning in the Eastern Cape schools. I want to have an in-depth understanding of how Subject Advisors execute their work of supporting teaching and learning in schools.

2. Guaranteed Anonymity and Confidentiality:

I will conform to the ethical considerations of the research. This means that I will not share information about you with others for purposes other than research as this is unethical. Your name and the institutions will not be mentioned in the research and the information about you as individual will be kept confidential. I will not be recording your name nor your institution anywhere on the interview questionnaire.

No one will be able to link you to the answers you give. Only the researchers will have access to the unlinked information. The information will remain confidential and there will be no “come-backs” from the answers you give.

Please understand that you are not being forced to take part in this study and the choice whether to participate or not is yours alone. However, we would really appreciate it if you could share your thoughts with us. If you choose not take part in answering these questions, you will not be affected in any way. If you agree to participate, you may stop me at any time and tell me that you don't want to go on with the interview. If you do this there will also be no penalties and you will NOT be prejudiced in any way. This means that confidentiality will be observed professionally.

3. Permission to Tape:

Since I will need to transcribe some of the information from the interview, I request that these interviews be recorded so that after the interview I am able to listen again to our conversation. Do you have any objections?

4.Any questions:

Do you have any question regarding the interview process and the information that I will get from this interview?

INTERVIEW QUESTIONS

SECTION A: BIOGRAPHIC INFORMATION

1. Male or Female

2. For how long did serve as teacher at post level one?

3. For how many years have you been serving as a Principal?

4. What is interesting about your job as Principal?

5. What challenges do you often meet in your job? (**Probe:** How do you address these challenges?)

SECTION B: PRINCIPALS' AND DISTRICT OFFICIALS' PRACTICES OF SUPPORTING TEACHING AND LEARNING IN SCHOOLS

1. What kind of support do you receive from District Officials (a) EDOs (b) IQMS Coordinators (Subject Advisors) with regard to teaching and learning?

1. How often do Subject Advisors visit your school?

2. What do you regard as Subject Advisor job with regard to teaching and learning? (**Probe:** What do you understand support to mean?)

3. What are their visits mainly about? (**Probe:** Explain what Subject Advisors do when they visit a school to support teaching and learning.)

4. What do you regard as (a) EDOs, (b) IQMS Coordinators' job with regards to supporting teaching and learning?

5. What in your opinion constitute quality teaching and learning? (**Probe:** Why? How can this be achieved?).

6. How each of the district official's support addresses the issue of 'quality' in teaching and learning? (**Probe:** Why? What in your opinion should constitute Subject Advisors support of teaching and learning?).

7. How do educators respond to Subject Advisors' support of teaching and learning in schools? (**Probe:** What attitude do they display?)

8. What kind of attitude do Subject Advisors display when they come to support teaching and learning in your school?

9. Explain what you do when supporting teaching and learning in your school. (**Probe:** Why).

10. How do educators respond to your support as a principal? (**Probe:** What kind of attitude do they display?).

11. Explain what (a) EDOs (b) IQMS coordinators (c) Subject Advisors do when they have sessions with SMTs. (**Probe:** How often do Subject Advisors have sessions with SMTs?)

12. How is (a) EDOs' (b) IQMS coordinators (c) Subject Advisors' support assisting in the enhancement of teaching and learning in schools? (**Probe:**).

13. Describe what they (a) EDOs (b) Subject Advisors normally do when they have sessions with school SMTs

14. How does their (a) EDOs' (b) IQMS Coordinators' (c) Subject Advisors' work complement SMTs' work of supporting educators in teaching and learning?(**Probe:** Why?).

15. How do you work with your SMT in supporting teaching and learning?

16. Explain how SMTs respond to Subject Advisors' support to schools? (**Probe:** What attitude they display).

17. Explain what you think can assist to enhance collaboration and complementarity between Principals, EDOs, IQMS Coordinators and Subject Advisors as people tasked to support teaching and learning?

18. Explain what you think can be do to improve SMTs' support of teaching and learning in schools (**Probe:** Why?)

19. How do you assess the impact of your support to teaching and learning? (**Probe:** How you recognise change in quality? What indicators that show you that your support really had an impact?)

SECTION C: SUPPORT AND MONITORING

1. Describe how do you support educators to be better teachers in schools

2. How do you monitor the work of educators? (**Probe:** What data do you collect during monitoring visits? How do you use that data? How is the data valuable to you).

3. What tools do you use to monitor the work of the educators? (**Probe:** How are your tools assisting you in monitoring the work of educators?).

4. Explain what in your view can be done to improve Principals' support of teaching and learning in schools. (**Probe:** Why?)

5. What in your opinion affect positively your work of supporting teaching and learning? (**Probe:** Why?)

6. What in your opinion affect negatively your work of supporting teaching and learning? (**Probe:** Why?)

7. Do you have anything else that you would like to share with me regarding your work as a Principal?

END

THANK YOU FOR YOUR TIME

APPENDIX F

Title of the Study

Education District Office support for teaching and learning in schools: the case of two selected districts in the Eastern Cape

INTERVIEW SCHEDULE

INSTRUMENT 5

SMT REPRESENTATIVES OF PARTICIPATING SCHOOLS

July/August 2012

INTRODUCTION

1. Purpose of the interview:

The purpose this interview is to investigate the role played by EDOs, IQMS Coordinators and Subject Advisors in ensuring quality teaching and learning in the Eastern Cape schools. I want to have an in-depth understanding of how these officials execute their work of supporting teaching and learning in schools.

2. Anonymity and Confidentiality:

I will conform to the ethical considerations of the research. This means that I will not share information about you with others for purposes other than research as this is unethical. Your name and the institutions will not be mentioned in the research and the information about you as individual will be kept confidential. I will not be recording your name nor your institution anywhere on the interview questionnaire.

No one will be able to link you to the answers you give. Only the researchers will have access to the unlinked information. The information will remain confidential and there will be no “come-backs” from the answers you give.

Please understand that you are not being forced to take part in this study and the choice whether to participate or not is yours alone. However, we would really appreciate it if you do share your thoughts with us. If you choose not take part in answering these questions, you will not be affected in any way. If you agree to participate, you may stop me at any time and tell me that you don't want to go on with the interview. If you do this there will also be no penalties and you will not be prejudiced in any way. This means that confidentiality will be observed professionally.

3. Permission to Tape:

Since I will need to transcribe some of the information from the interview, I request that these interviews be recorded so that after the interview I am able to listen again to our conversation. Do you have any objections?

4. Any questions:

Do you have any question regarding the interview process and the information that I will get from this interview?

INTERVIEW QUESTIONS

SECTION A: BIOGRAPHIC INFORMATION

1. Male or Female

2. For how long have you been serving as educator?

3. How many years have you been serving as SMT member?

4. What is interesting about your job as SMT member?

5. What challenges do you often meet in your job? (**Probe:** How do you address these challenges?).

SECTION B: SMTs' ROLES AND DISTRICT OFFICIALS' PRACTICES OF SUPPORTING TEACHING AND LEARNING IN SCHOOLS

1. How often do (a) EDOs, (b) IQMS Coordinators (c) Subject Advisors visit your school? (**Probe:** What are their visits mainly about?)

2. What are their visits mainly about?

3. Explain what (a) EDOs (b) Subject Advisors do when they visit school to support teaching and learning.

4. What in your opinion constitute quality teaching and learning? (**Probe:** Why? How can this be achieved?).

5. How does (a) EDOs' (b) IQMS Coordinators' (c) Subject Advisors' support address the issue of 'quality' in teaching and learning? (**Probe:** How is Subject Advisors' support assisting in the enhancement of teaching and learning in schools? What in your opinion should constitute Subject Advisors' support of teaching and learning?)

6. What kind of attitude do District Officials display when they come to support you in teaching and learning?

7. How do educators respond to their support of teaching and learning in schools? (**Probe:** What attitude do they display).

8. What do you regard as your role in supporting teaching and learning? (**Probe:** Explain what you do when supporting educators in teaching and learning)

9. How do educators respond to your support as SMT member? (**Probe:** What attitude do they display?)

10. How often do (a) EDOs (b) IQMS coordinators (c) Subject Advisors have sessions with SMTs?

11. Describe what District officials normally do when they have sessions with school SMTs (**Probe:** Explain how SMTs respond to Subject Advisors' support to schools?)

12. How does EDOs, IQMS Coordinators and Subject Advisors' work complement SMTs' work of supporting educators in teaching and learning? (**Probe**).

13. Explain what you think can assist to enhance collaboration and complementarity between you, Principals and District Officials as people tasked to support teaching and learning? (**Probe**).

14. Explain what you think can be do to improve SMTs' support of teaching and learning in schools (**Probe:** Why?)

15. How do you assess the impact of your support to teaching and learning (**Probe:** How do you recognise change in quality? What indicators show you that your support really had an impact?)

SECTION C: SUPPORT AND MONITORING

1. Describe how you support educators to be better teachers in schools

2. How do you monitor the work of educators? (**Probe:** What data do you collect during monitoring visits? How do you use that data? How is this data valuable to you?).

2. What tools do you use to monitor the work of the educators? (**Probe:** How are your tools assisting you in monitoring the work of educators?).

3. How do you view the support that is given by you (SMT member) to educators at schools? (**Probe:** Does it worth it? How? Why)

4. How do educators respond to the support given by you as SMT? (**Probe:** What attitude do they display?).

5. What in your opinion positively affects your work of supporting teaching and learning? (**Probe:** Why?).

6. What in your opinion negatively affects your work of supporting teaching and learning? (**Probe:** Why?)

7. Do you have anything that you would like to share with me regarding your work as a SMT member?

END

THANK YOU FOR YOUR TIME

APPENDIX G

DOCUMENT ANALYSIS INSTRUMENT

FOCUS AREA	SUPPORTIVE ACTIVITY	MONITORING ACTIVITY
SCHOOL VISIT		
WORKSHOPS		
CLUSTER MEETINGS		
ON-SITE SUPPORT VISIT		
ONE-ON-ONE SUPPORT		
CASS MODERATION		
GENERAL COMMENTS		

APPENDIX H

11 Flamelily Road

Gonubie

5257

18July 2012

The District Director
District A
Eastern Cape

Dear Sir/Madam

Re: Request for permission to conduct research

I hereby request you to grant me a permission to come conduct research on matters relating to education district office support for teaching and learning in schools in your district. I am a PhD student at the University of Fort Hare and my topic is "Education District Office Support for Teaching and Learning in Schools: The case of two selected districts in the Eastern Cape". I am due to collect data during the month of July- August 2012.

Thanking you in advance.

MP Mavuso

APPENDIX I

11 Flamelily Road

Gonubie

5257

18July 2012

The Subject Advisor

District A

Eastern Cape

Dear Sir/Madam

Re: Request for permission for interviews- yourself

I hereby request you to grant me a permission to come and interview you on matters relating to education district office support for teaching and learning in schools. I am a PhD student at the University of Fort Hare and my topic is "Education District Office Support for Teaching and Learning in Schools: The case of two selected districts in the Eastern Cape". I am due to collect data during the month of July- August 2012.

Thanking you in advance.

MP Mavuso

APPENDIX J

11 Flamelily Road

Gonubie

5257

18July 2012

The Education Development Officer

District A

Eastern Cape

Dear Sir/Madam

Re: Request for permission for interviews- yourself

I hereby request you to grant me a permission to come and interview you on matters relating to education district office support for teaching and learning in schools. I am a PhD student at the University of Fort Hare and my topic is "Education District Office Support for Teaching and Learning in Schools: The case of two selected districts in the Eastern Cape". I am due to collect data during the month of July- August 2012.

Thanking you in advance.

MP Mavuso

APPENDIX K

11 Flamelily Road

Gonubie

5257

18 July 2012

The IQMS Coordinator

District A

Eastern Cape

Dear Sir/Madam

Re: Request for permission for interviews- yourself

I hereby request you to grant me a permission to come and interview you on matters relating to education district office support for teaching and learning in schools. I am a PhD student at the University of Fort Hare and my topic is "Education District Office Support for Teaching and Learning in Schools: The case of two selected districts in the Eastern Cape". I am due to collect data during the month of July- August 2012.

Thanking you in advance.

MP Mavuso

APPENDIX L

11 Flamelily Road

Gonubie

5257

18July 2012

The Principal

District A

Eastern Cape

Dear Sir/Madam

Re: Request for permission to interview you and your SMT member

I hereby request you to grant me a permission to come you and y one of your SMT members on matters relating to education district office support for teaching and learning in schools. I am a PhD student at the University of Fort Hare and my topic is "Education District Office Support for Teaching and Learning in Schools: The case of two selected districts in the Eastern Cape". I am due to collect data during the month of July- August 2012.

Thanking you in advance.

MP Mavuso

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) 40 602-2448

APPENDIX M



17 July 2012.

TO WHOM IT MAY CONCERN

PERMISSION TO UNDERTAKE A DOCTORAL RESEARCH STUDY

This is to confirm that Mr Mzuyanda Mavuso, student number 9626964, is registered for the doctoral degree in Education in the Faculty of Education.

As part of the requirements of the degree Mr Mavuso needs to carry out research on the approved topic entitled, *"Education District Office Support for Teaching and Learning in Schools: The Case of two Selected Districts in the Eastern Cape."*

Mr Mavuso is now ready to go to the field to collect data and is asking for permission to undertake this work.

Your assistance on this matter is greatly appreciated.

Yours faithfully


Professor G Moyo
DEPUTY DEAN AND SUPERVISOR

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Bhisho Campus:

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Province of the
EASTERN CAPE
EDUCATION

APPENDIX N

STRATEGIC PLANNING POLICY RESEARCH AND SECRETARIAT SERVICES
Steve Vukile Tshwete Complex • Zone 6 • Zwelitsha • Eastern Cape
Private Bag X0032 • Bhisho • 5605 • REPUBLIC OF SOUTH AFRICA
Tel: +27 (0)43 702 7428 • Fax: +27 (0)43 702 7427/38 • Website: www.ecdoe.gov.za

Enquiries: Dr Heckroodt

Email: bernetia@iafrica.com

04 September 2012

Mr. MP Mavuso
P.O. Box 4418
King William's Town
5600

Dear Mr. Mavuso

**PERMISSION TO UNDERTAKE DOCTORAL THESIS: EDUCATION DISTRICT OFFICE
SUPPORT FOR TEACHING AND LEARNING IN SCHOOLS: THE CASE OF TWO SELECTED
DISTRICTS IN THE EASTERN CAPE**

1. Thank you for your application to conduct research.
2. Your application to conduct the above mentioned research at [REDACTED] Office and [REDACTED] District Offices in the Eastern Cape Department of Basic Education (ECDBE) is hereby approved on condition that:
 - a. there will be no financial implications for the Department;
 - b. institutions and respondents must not be identifiable in any way from the results of the investigation;
 - c. you present a copy of the written approval letter of the Eastern Cape Department of Basic Education (ECDBE) to the District Directors before any research is undertaken at any institutions within that particular district;
 - d. you will make all the arrangements concerning your research;



- e. the research may not be conducted during official contact time, as educators' programmes should not be interrupted;
 - f. should you wish to extend the period of research after approval has been granted, an application to do this must be directed to the Director: Strategic Planning Policy Research and Secretarial Services;
 - g. the research may not be conducted during the fourth school term, except in cases where a special well motivated request is received;
 - h. your research will be limited to those schools or institutions for which approval has been granted, should changes be effected written permission must be obtained from the Director – Strategic Planning Policy Research and Secretariat Services;
 - i. you present the Department with a copy of your final paper/report/dissertation/thesis free of charge in hard copy and electronic format. This must be accompanied by a separate synopsis (maximum 2 – 3 typed pages) of the most important findings and recommendations if it does not already contain a synopsis. This must also be in an electronic format.
 - j. you are requested to provide the above to the Director: The Strategic Planning Policy Research and Secretarial Services upon completion of your research.
 - k. you comply to all the requirements as completed in the Terms and Conditions to conduct Research in the ECDBE document duly completed by you.
 - l. you comply with your ethical undertaking (commitment form).
 - m. You submit on a six monthly basis, from the date of permission of the research, concise reports to the Director: Strategic Planning Policy Research and Secretariat Services.
3. The Department reserves a right to withdraw the permission, should there not be compliance to the approval letter and contract signed in the Terms and Conditions to conduct Research in the ECDBE.
 4. The Department will publish the completed Research on its website.
 5. The Department wishes you well in your undertaking. You can contact the Director, Dr. Annetia Heckroodt on 043 702 7428 or mobile number 083 275 0715 and email: annetia.heckroodt@edu.ecprov.gov.za should you need any assistance.

DR AS HECKROODT

DIRECTOR: STRATEGIC PLANNING POLICY RESEARCH AND SECRETARIAT SERVICES



NAME OF APPLICANT

Ethics Human 2011

<<Approved

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OFFICE USE ONLY

Ref: APPENDIX O	Date:
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University of Fort Hare
Together in Excellence

Ethics Research Confidentiality and Consent Form

Please note:

This form is to be completed by the researcher(s) as well as by the interviewee before the commencement of the research. Copies of the signed form must be filed and kept on record

(To be adapted for individual circumstances/needs)

Our University of Fort Hare / Department is asking people from your community / sample / group to answer some questions, which we hope will benefit your community and possibly other communities in the future.

The University of Fort Hare / Department/ organization is conducting research regarding We are interested in finding out more about We are carrying out this research to help (adapt for individual projects)

Please understand that you are not being forced to take part in this study and the choice whether to participate or not is yours alone. However, we would really appreciate it if you do share your thoughts with us. If you choose not take part in answering these questions, you will not be affected in any way. If you agree to participate, you may stop me at any time and tell me that you don't want to go on with the interview. If you do this there will also be no penalties and you will NOT be prejudiced in ANY way. Confidentiality will be observed professionally.

I will not be recording your name anywhere on the questionnaire and no one will be able to link you to the answers you give. Only the researchers will have access to the unlinked information. The information will remain confidential and there will be no "come-backs" from the answers you give.

The interview will last around ⁵⁰(X?) minutes (this is to be tested through a pilot). I will be asking you a questions and ask that you are as open and honest as possible in answering these questions. Some questions may be of a personal and/or sensitive nature. I will be asking some questions that you may not have thought about before, and which also involve thinking about the past or the future. We know that you cannot be absolutely certain about the answers to these questions but we ask that you try to think about these questions. When it comes to

NAME OF APPLICANT

Ethics Human 2011

<<Approved

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Ref:

Date:

answering questions there are no right and wrong answers. When we ask questions about the future we are not interested in what you think the best thing would be to do, but what you think would actually happen. (*adapt for individual circumstances*)

If possible, our organisation would like to come back to this area once we have completed our study to inform you and your community of what the results are and discuss our findings and proposals around the research and what this means for people in this area.

CONSENT

I hereby agree to participate in research regarding [REDACTED] I understand that I am participating freely and without being forced in any way to do so. I also understand that I can stop this interview at any point should I not want to continue and that this decision will not in any way affect me negatively.

I understand that this is a research project whose purpose is not necessarily to benefit me personally.

I have received the telephone number of a person to contact should I need to speak about any issues which may arise in this interview.

I understand that this consent form will not be linked to the questionnaire, and that my answers will remain confidential.

I understand that if at all possible, feedback will be given to my community on the results of the completed research.

[REDACTED]
.....
Signature of participant

Date: 30/08/2012

I hereby agree to the tape recording of my participation in the study

[REDACTED]
.....
Signature of participant

Date: 30/08/2012

