Perceptions and experiences of the role and process of coaching in the Gauteng Primary Language and Mathematics Strategy: A case of four teachers, their coaches and supervisors

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Declaration

I, Emure Kadenge, declare that this research report is my own unaided work. It is submitted for the Master of Education degree at the University of the Witwatersrand, Johannesburg, School of Education. It has not been submitted before for any other degree or examination in any other university.

Signed by

Emure Kadenge At: Date:
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<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>ASS</td>
<td>Assessment Standards</td>
</tr>
<tr>
<td>ANA</td>
<td>Annual National Assessment</td>
</tr>
<tr>
<td>CAPS</td>
<td>Curriculum Assessment Policy Statements</td>
</tr>
<tr>
<td>DAS</td>
<td>Development Appraisal System</td>
</tr>
<tr>
<td>DBE</td>
<td>Department of Basic Education</td>
</tr>
<tr>
<td>EFAL</td>
<td>English First Additional Language</td>
</tr>
<tr>
<td>FP</td>
<td>Foundation Phase</td>
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<tr>
<td>GDE</td>
<td>Gauteng Department of Education</td>
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<td>GPLMS</td>
<td>Gauteng Primary Language and Mathematics Strategy</td>
</tr>
<tr>
<td>HL</td>
<td>Home Language</td>
</tr>
<tr>
<td>HoD</td>
<td>Head of Department</td>
</tr>
<tr>
<td>Intersen</td>
<td>Intermediate and senior phase</td>
</tr>
<tr>
<td>IQMS</td>
<td>Integrated Quality Management System</td>
</tr>
<tr>
<td>ISPFTED</td>
<td>Integrated Strategic Planning Framework for Teacher Education and Development</td>
</tr>
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<td>LOs</td>
<td>Learning Outcomes</td>
</tr>
<tr>
<td>LPs</td>
<td>Lesson Plans</td>
</tr>
<tr>
<td>MEC</td>
<td>Member of the Executive Council</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-Governmental Organisation</td>
</tr>
<tr>
<td>NPFTED</td>
<td>National Policy Framework for Teacher Education and Development</td>
</tr>
<tr>
<td>PCK</td>
<td>Pedagogical Content Knowledge</td>
</tr>
<tr>
<td>PL1</td>
<td>Post-level 1 teacher</td>
</tr>
<tr>
<td>PLG</td>
<td>Professional Learning Group</td>
</tr>
<tr>
<td>PMS</td>
<td>Performance Measurement System</td>
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<tr>
<td>OBE</td>
<td>Outcomes based education</td>
</tr>
<tr>
<td>SBW</td>
<td>School Based Workshop</td>
</tr>
<tr>
<td>SMT</td>
<td>School Management Team</td>
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<tr>
<td>WSE</td>
<td>Whole School Evaluation</td>
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Abstract

This study explores the coaching component of the GPLMS over the past 3 years, how it has been implemented as well as the lessons learnt with the view to understanding the coaching conditions required to assist teachers in changing their instructional practices. The GPLMS intervention consists primarily of instructional coaching which has to mediate lesson plans to teachers. This research specifically looks at the teacher-coach relations, the nature of coaching support and monitoring and its impact on teachers. Research data were collected through interviews of teachers in one FP school and one Intersen school in the Johannesburg South district as well as from two coaches and their supervisors. A Peer Learning Group (PLG) meeting in one school and a School-Based Workshop (SBW) in the other school were observed. GPLMS documents which include lesson plans and teacher observation sheets were analysed.

The data analysis reveals that instructional coaching combined with high quality lesson plans are promising interventions with potential to improve teachers’ instructional practices. Much progress, however, depends on the coaches’ interpretation of their role as well as their attributes and qualities as far as the level of their subject knowledge and pedagogical content knowledge and the respect and trust between themselves and their teachers are concerned.

Keywords: coaching, teacher support and monitoring, teacher change; professional growth
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