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A case study of foundation phase teachers' experiences of literacy coaching in the GPLMS Programme.

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2013-08-02
http://hdl.handle.net/10539/12958

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Abstract

This research aimed to understand the coaching experiences in the Gauteng Primary Literacy and Mathematics Strategy of 4 Foundation Phase teachers in 1 state school in Gauteng. It is a qualitative case study in an educational setting. The participants included 3 teachers, the Head of Department of the Foundation Phase, the coach and the coach's supervisor. Interviews and observations of teachers' lessons and of feedback sessions were the primary research instruments. The data was analysed using a model proposed by Ehrich, Hansford & Tennent (2001). The research found that the personal attributes and performance of the coach are important features in a successful coaching relationship. It also found that coaching appears to be making a positive contribution to these teachers' understanding and interpretation of curriculum documents, as well as adding to their content knowledge and methodology. The study suggests that a focus on enhancing teachers' reflective capacity, especially in relation to their pedagogy, may be a beneficial addition to current coaching practice.