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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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Appendices

Appendix A: **Interview guides, information sheets and consent forms**

Interview guide for participating teachers (Semi-structured interviews)

Participants' profile questions:

1. How long have you been teaching? At what level?
2. How long have you been teaching this grade in this GPLMS school?
3. What are your academic and professional qualifications?
4. Do you like teaching in this school? explain
5. In your teaching, what do you think you struggle most with? What would you say are your priority development needs? explain

Professional development and monitoring in general

6. Can you explain your best experience of in-service training program? its focus and form and what you learnt most?
7. Can you explain your worst experience of in-service teacher training, its focus and form and why it was so bad?
8. What is the best/worst experience of supervision that you have had? elaborate

GPLMS coaching

9. Do you think the GPLMS with its lesson plans and coaches is a good intervention for your school?
10. Are the most recent GPLMS lesson plans are better or the same than before?
11. Do you use these lesson plans? Why or why not? What could be improved?
12. What is the work of coaches mainly about for you and your colleagues?
13. Is the monthly coach training with all teachers in your school helpful to you? explain
14. What do you need most assistance with from your coach?
15. Does she give you useful advices? Do you use your coach's advices and what are the main challenges you encounter trying to implement these advices?
16. What are the most important things you have learnt from your coach?
17. What does your coach monitor you on? Is she now doing more support or monitoring?
18. How has your relationship with your coach changed since your first encounter? Explain.
19. What could improve in your relationship with your coach?
20. How would you describe your coach, in terms of her personal skills and knowledge? What is missing?
21. If and when the GPLMS is phased out, do you think you will continue using the GPLMS lesson plans and your coach's advices? Explain.

Interview guide for participating coaches

Participants' profile questions

1. What are your academic and professional qualifications and experience?
2. What was your occupation before becoming a coach? For how long?
3. How long have you been a GPLMS coach?
4. Why did you apply to become a coach?

Professional practice questions

5. What do you think in general about the GPLMS intervention of changing teachers' practices? Do you think the lesson plans and the coaches are needed for these schools? Explain.
6. What do you think of the quality of lesson plans and materials?
7. What do you think the work of coaches is mainly about?
8. What are the key attributes, skills and competences that coaches need to have?
9. How effective was your training as a coach? Was there something missing?
10. Were you trained well to assist different teachers to implement the lesson plans, what was missing?
11. Do you think your own just-in-time training of teachers is helpful to all your teachers?
12. What kind of teachers are you working with? Where do you rate T1 and T2 in this?
13. What do T1 and T2 want more assistance with and what do you think they need most?
14. What strategies do you use with T1 and T2 and what do you focus more or less on?
15. Describe your interaction/relationship with T1 and T2 now? How has it evolved? Are there still some tensions?
16. What are the most difficult challenges you have encountered in assisting these teachers with new teaching practices? How did you manage to deal with these challenges? Examples with T1 and T 2?
17. Is your balance of support and monitoring the same with all teachers? Explain how does it differ with T1 and T 2?
18. What has improved most in T1 and T2 with your assistance? Do you think they will continue to improve?
19. What do you think T1 and T2 think about your work? Do they perceive you more as a friendly supportive colleague or as a critical professional?
20. How are you supported and monitored as a coach and how systematic and effective is it?
21. If and when the GPLMS is phased out, do you think these teachers will continue with or these teaching practices or revert back? Examples with T1 and T 2.
22. If T1 and T2 need additional support and monitoring: where could they get it from?
23. Do you have suggestions on how the GPLMS lesson plans and coaching could be improved?

Interview guide for participating coaches' supervisors

Participants' profile questions

1. What are your academic and professional qualifications and experience?
2. What was your occupation before becoming a supervisor?
3. How long have you been working in the GPLMS?
4. Why did you apply to become a supervisor?

GPLMS understanding and experience

5. Do you think the GPLMS and particularly coaching and the lesson plans is a good intervention for these schools? Explain.
6. What do you understand the work of coaches to be mainly about?
7. Do we think the hiring and then the training of coaches is effective?
8. What are the key attributes, skills and competences that coaches need to have?
9. How would you describe the strengths and weaknesses of C1 and C2 in general?
10. Do C1 and C2 adopt different strategies with different types of teachers?
11. What do they need most advice on?
12. What are their main challenges? Do they manage to address them?
13. How do you monitor the effectiveness of C1 and C2 work at school?
14. What is the main feedback coming from coaches and C1 and C2? Do you take this information back to the GPLMS core team? Does the GPLMS act on main problems?
15. Do you have suggestions on how to improve the coaching process and lesson plans?
16. If and when the GPLMS is phased out, what do you think teachers will need in terms of support and monitoring to continue with their new teaching practices?

Teachers' Information Sheet

Dear Teacher,

My name is Emure Masoke and I am a student at the University of the Witwatersrand, studying towards my Masters of Education degree. For the completion of this degree I am required to conduct research and my topic is entitled ***The role and process of coaching as a strategy for teacher support and monitoring in the GPLMS: A case study of two schools.***

More specifically, I am investigating the role and process of coaching by researching the views and experiences of teachers on the following issues:

1. The meaning and role of coaching in supporting and monitoring teachers to follow the lesson plans
2. The strengths and weaknesses of the coaching process
3. The lessons learnt about this coaching model.

I would like to conduct a semi-structured interview with you on these issues and, if possible, observe an interaction with your coach.

Participation is voluntary and no person is going to be advantaged or disadvantaged in any way for choosing to participate or not in the research. The interview is approximately 50 minutes. Your responses in the interview will be kept confidential, and no information that could identify you will be included in the research report. The interview materials (i.e. tapes and transcripts) will not be seen or heard by any person other than myself and my research supervisor. During the interview you may refuse to answer any question or may choose to withdraw from the study at any point.

Please complete the enclosed consent form if you are willing to participate in this research.

Your participation will be highly appreciated

Yours sincerely

Emure Masoke.

Coaches' Information Sheet

Dear coach

My name is Emure Masoke and I am a student at the University of the Witwatersrand, studying towards my Masters of Education degree.

For the completion of this degree I am required to conduct research and my topic is entitled ***The role and process of coaching as a strategy for teacher support and monitoring in the GPLMS: A case study of two schools.***

More specifically, I am investigating the role and process of coaching by researching the views and experiences of coaches on the following issues:

1. The meaning and role of coaching in supporting and monitoring teachers to follow the lesson plans
2. The strengths and weaknesses of the coaching process
3. The lessons learnt about this coaching model.

I would like to conduct a semi-structured interview with you on these issues and, if possible, observe an interaction with your teacher.

Participation is voluntary and no person is going to be advantaged or disadvantaged in any way for choosing to participate or not in the research. The interview is approximately 50 minutes. Your responses in the interview will be kept confidential, and no information that could identify you will be included in the research report. The interview materials (i.e. tapes and transcripts) will not be seen or heard by any person other than myself and my research supervisor. During the interview you may refuse to answer any question or may choose to withdraw from the study at any point.

Please complete the enclosed consent form if you are willing to participate in this research.

Your participation will be highly appreciated

Yours sincerely

Emure Masoke.

Interview Audio recording Consent Form

I……do agree/not agree* to be audio recorded during an interview by Emure Masoke for her Master of Education degree research entitled ***The role and process of coaching as a strategy for teacher support and monitoring in the GPLMS: A case study of two schools.***

I understand that:

- Participation is voluntary
- I may withdraw from the study at any time and will not be advantaged or disadvantaged in any way
- I can stop the audio recording at any time during the interview with no repercussions
- The audio recordings will be destroyed between 3-5 years after completion of the project
- No information that will identify me will be included in the research report

Signed……Date…….

*Please delete as appropriate

Interview Consent Form

I……do agree/do not agree* to participate in an interview facilitated by Emure Masoke for her Master of Education degree research entitled ***The role and process of coaching as a strategy for teacher support and monitoring in the GPLMS: A case study of two schools.***

I understand that:

- Participation in this discussion is voluntary
- I may not answer questions that I would prefer not to
- I may withdraw from the discussion at any time
- No information that will identify me will be included in the research report

Signed……Date…….

*Please delete as appropriate

Letter to the Principals

20 August 2013

Dear Principal

My name is Emure Masoke. I am a Master in Education student in the School of Education at the University of the Witwatersrand where I am doing my M Ed research on "***The role and process of coaching as a strategy for teacher support and monitoring in the GPLMS: A case study of two schools."***

My research focuses on the coaching process of the GPLMS intervention to understand how coaches work with teachers with the view to understanding the lessons that can be learnt from this process so far. More specifically, the study examines the views and experiences of coaches and teachers on the support and monitor role played by coaches with teachers who have to follow the lesson plans and change their teaching practices. Two primary schools in the GPLMS are selected and two teachers per school as well as their coaches and the coaches' supervisors will be interviewed.

This letter serves to ask for your permission to research your school which is part of the GPLMS intervention. I would like to conduct interviews with two of your teachers and observe their relationship with their coaches. With your and the participants' permission, the interview, which will be shorter than one hour, will be audio- taped to ensure an accurate record of the interview and this information will only be seen by me and my supervisor.

Confidentiality and the privacy of participants will be ensured by keeping the name of the school and the participants anonymous and using pseudonyms at all times and in all academic or publishing data resulting from the study. The data collected and the name of the school and its participants will be known to the researcher only, and no-one else. The findings are not meant for public consumption. However, the report may be made available to relevant institutions upon request and if the findings are to be published, the personal information that may lead to someone guessing anybody's identity will be removed. The data collected will be destroyed between 3-5 years after completion of the research report.

Please note that your participation in this study is voluntary and that if participants wish to withdraw, they can do so without being prejudiced in anyway. There are no foreseeable risks in participating in this study and the participants will not be paid for this study.

Please let me know if you require any further information.

Yours sincerely,

E. Masoke

Appendix B: Ethics Clearance and Gauteng District Permission Letter

*See following pages.