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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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Research report submitted to the School of Education,

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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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Above all, I would like to thank God who made all this possible.

List of Abbreviations

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

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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