

UNIVERSITY OF KWAZULU-NATAL

**INSTRUCTIONAL LEADERSHIP ROLES IN SCHOOLS: THE PERSPECTIVES OF
SUBJECT ADVISORS AND TEACHERS IN THE UMLAZI DISTRICT.**

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2015

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SUPERVISOR'S STATEMENT

This dissertation has been submitted with/without my approval

Dr S.E. Mthiyane (Supervisor)

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ABSTRACT

Teaching and learning is important in schooling and for schools to improve learner achievement they need to have rigorous instructional leadership. South African literature in particular is vocal on the issue of school principals as instructional leaders. Grobler (2013) posits that high learner achievement can be attained if school principals focus on instructional leadership. However, there is inadequate knowledge in South African literature on the issue of subject advisors as instructional leaders. The focus of the study was founded on the hypothesis that subject advisors were instructional leaders as it was the anticipation of the Department of Education policy. The study pursued to comprehend if the perspectives of subject advisors and teachers are in line with what is stipulated in the Department of Education Policy. The study is framed by the Instructional leadership theory of Weber's (1996) model.

The research design employed was a qualitative case study and the research instrument was semi-structured interviews with four subject advisors and four teachers per participating school in the Umlazi District. Two primary schools were selected in the Umlazi district. The findings of the study revealed that subject advisors develop teachers by do the following (a) Providing instructional leadership (b) Providing material and human resources (c) Developing teachers (d) Supporting teachers (e) Supervise/ Monitor teachers (f) Give feedback to the teachers (g) Communicate with the teachers. The study further painted the challenges subject advisors encounter when developing teachers and how they need to navigate those challenges.

The study makes recommendations to the Department of education, subject advisors and teachers. Employment of staff both subject advisors and teachers is done by the Department of Education therefore the study recommends that the Department of Education employ sufficient staff (human resources) so that teachers and subject advisors will not be overloaded with work. It also recommends that the Department of Education need to provide sufficient material resources. The study also recommends that subject advisors need to provide support to the teachers at school level. It also recommends that teachers need to have open communication with the subject advisors and also to know their roles and accept the changes they bring. The study recommends that school management need to sit down with teachers so as to discuss teaching and learning and the challenges teachers encounter in their teaching.

ABBREVIATIONS

| | |
|-------|--|
| ACE | Advanced Certificate in Education |
| CAPS | Curriculum and Assessment Policy Statements |
| DoE | Department of Education |
| HOD | Head of Department |
| KZN | KwaZulu-Natal |
| PLC | Professional Learning Community |
| SASSL | South African Standard for School Leadership |
| SMT | School Management Team |

CHAPTER ONE

INTRODUCTION AND ORIENTATION TO THE STUDY

1.1 Introduction

The quality of teaching is the most important variable affecting students' learning (Christie, 2008). Furthermore, central to the quality of teaching is the quality of teachers (Southworth, 2008). As such it follows that subject advisors' role as instructional leaders is to support teachers in improving their teaching practice (Pansiri, 2008). The current South African climate requires subject advisors to be more reflective, transformational and instructional leaders who lead and manage teaching (Archer, 2005). The study seeks to understand if subject advisors and teachers know the roles of subject advisors. Furthermore, the study sought to find out if the perspectives of subject advisors and teachers are in line with the policy expectations. This qualitative study, explored perspectives of subject advisors and teachers on instructional leadership roles of subject advisors in developing teachers focussing on two primary schools in the Umlazi district.

This chapter is positioning the study, and consequently setting the scene for the dialogue of key concerns relevant to the study. It provides the contextual and the foundation for the study. The three research questions, that channelled the study, are also provided. Additionally, this chapter offers the interpretation of key concepts; it summaries the literature that was studied in the progression of the research, and also the study design plus methodology, restrictions and delimitation of the study and also outlined the structure of how chapters are going to be organised.

1.2 Background of the study

During the apartheid era, teaching in South Africa was primarily bureaucratic in nature, with immense powers vested in the Department of Education. When the new government came into power in 1994 many changes took place in the curriculum and within the school (Mtshali, 2008). Makhanya (2010) indicates that most teachers are unwilling to receive core curriculum changes due to a flood of innovative guidelines redesigning the range of instruction. Curriculum Assessment and Policy Statement (CAPS) is an illustration of core curriculum transformation which has transformed the duties of the teacher where teachers are

now given the amount of work they are expected to cover per term. According to Blasé and Blasé (1999) traditional professional development approaches to assist teachers to implement the new curriculum in South Africa have come under criticism as they are unable to deliver professional development in order to advance teachers' practices.

Under the apartheid government, there was no nationwide core curriculum for South African schools (Mason & Todd, 2005). When the new government came into power many changes took place (Mtshali, 2008). Changes need to be supported if they have to produce lasting results. The introduction of subject advisors is aimed at assisting teachers to cope with curriculum changes. According to Yukl (2009), leading change is one of the fundamental skills needed of the subject advisors. According to Archer (2005), subject advisors are expected to play a more assertive role in shaping their districts to transform schools into learning organisations and to improve teaching and learning. Research conducted internationally indicates that the role of subject advisors is in line with new accountability measures and they are also expected to be more responsible for instructional leadership to make schools more effective in their work (Alsbury & Wittaker, 2007). Pansiri (2008) study in Botswana using quantitative methods to assess instructional leadership in primary schools highlight the importance of creating positive learning environment in school.

1.3 Purpose and rationale for the study

Seventeen years teaching experienced have permitted me to attend a number of workshops conducted by subject advisors aimed at equipping teachers with new ways of teaching. Recently I attended a mathematics assessment workshop with teachers from former white schools and I was surprised to find out that after attending the workshop some teachers and I were still confused, frustrated and not knowing exactly as to what was anticipated of us as teachers. What I have noticed from that workshop and others before was that the confusion seemed to be stemming from the lack of adequate information on the part of subject advisors.

Subject advisors have a crucial role to play in certifying that all learners have access to education of increasingly high excellence as they are connection between provincial education department, their education institutions and public (Department of Education, 2013). In addition, Alsbury and Whittaker (2007) also posit that the accomplishment or failure of public schools is directly interconnected to the inspiration of the district officers

(especially the subject advisors), mostly in teaching. Elmore (1997) posits that teacher development is the main connection, connecting policy and practice. According to Bhengu and Mkhize (2013), it needs to be pointed out that instructional leadership is by no means, a new concept. Hallinger (2008) posits that previously the interest in the instructional leadership focus appeared to have decreased and only interest in transformational leadership, teacher leadership and distributed leadership seemed to have increased. Hoadley, Christie and Ward (2009) in their review of South African studies on leadership, state that there is very inadequate South African leadership inquiry. Hence there is inadequate knowledge scheduled for subject advisors leading instruction, and doing the study now is essential as instructional leadership practices of subject advisors contribute immensely to effective teaching and learning (Department of Education, 2013).

1.4 The Problem statement

The problem is that instructional leadership in schools is not getting sufficient support from the subject advisors. My observation has been that subject advisors do not come to schools to advice teachers and principals on curriculum matters. In addition, when conducting workshops, subject advisors do not provide adequate information to the teachers. Hence some teachers do not attend workshops and regards them as unproductive. Leithwood and Riehl (2005) identify four core sets of practice for leadership which include setting directions, developing teachers, redesigning organisations and managing instructional leadership. The function of the subject advisors is to facilitate curriculum implementation and improve the environment and process of teaching and learning by visiting schools, consulting with and advising school principal and teachers (Department of Education, 2013). The problem therefore is, are subject advisors as instructional leaders providing the required assistance for teachers to cope with constant changes that are a characteristics of today's education.

The study seeks to find out whether subject advisors and teachers know about the subject advisors' roles. In addition, also to find out whether there is disjuncture between policy stipulation and what subject advisors are practicing.

1.5 Aims and key questions of the study

The purpose of the study is to discover how subject advisors as instructional leaders develop teachers.

The objectives of this study:

- To explore the subject advisors' and teachers' perceptions of subject advisors roles as instructional leaders in developing teachers.
- To investigate the challenges the subject advisors encounter as they develop teachers.
- To find out how subject advisors navigate the challenges they encounter as they develop teachers.

Collectively, the study aims to answer the following questions:

- What do subject advisors and teachers perceive to be the roles of subject advisors as instructional leaders in developing teachers?
- What are the challenges, subject advisors encounter as they develop teachers?
- How do subject advisors navigate the challenges they encounter as they develop teachers?

1.6 Clarification of key concepts

1.6.1 Instructional leadership

Bush (2012) defines instructional leadership as an important task as it targets the school's central activities which are teaching and learning. According to the author instructional leadership focuses on the direction of the influence. Pansiri (2008) posit that there are two types of instructional leadership which are direct and indirect instructional leadership. The authors define direct instructional leadership as leadership that focused on the quality of curriculum teaching, teaching as well as assessment. Indirect instructional leadership is defined as the creation of conditions for good teaching and teacher learning by ensuring aspects such as policies, routines, support high effective teaching and learning. Southworth (2002) defines instructional leadership as strongly concerned with teaching and learning including professional learning of teachers as well as student.

Spillane, Halverson and Diamond (2004), defines instructional leadership as documentation, attainment, provision, organisation and use of social materials and cultural resources necessary to establish conditions possible for instruction. In this study Southworth (2000) will be used.

1.6.2 Subject advisor

In this study I will adopt the definition of Department of Education (2013) which positions subject advisors as office-based teachers working in the district office whose work it is to simplify curriculum implementation, improve the environment and the process of instruction by visiting schools, consulting with and advising school principals and teachers on curriculum matters.

1.7 Literature review and theoretical framework

In this study, Chapter Two reviewed international and national literature on subject advisors as instructional leaders, instructional leadership and its importance in South Africa, roles of subject advisors, how subject advisors develop teachers and the challenges they encounter when developing teachers and how they navigate the challenges. The study also utilised Weber's Model of Instructional leadership (1996) to analyse data.

1.8 Research design and methodology

This section briefly outlines the research design to be utilised in the study. The approach to the study is qualitative approach utilising a case study design. Creswell (2008) defines qualitative research as the type of research in which the researcher relies on views of participants. The study intended to explore how subject advisors develop teachers; therefore the study relied on subject advisors' and teachers' views. A case study is a detailed enquiry of a specific instance which may include a person, group of people, a public or an organisation (Cohen, *et al.*, 2011). The case was of subject advisors and teachers on how subject advisors develop teachers

The study is located within the interpretive paradigm. Interpretive paradigm aims at comprehending and understanding the world in terms of the people living in the world (Cohen, Manion & Morison, 2011). The study aims at exploring how subject advisors develop teachers as instructional leaders. Interpretive paradigm permitted me to arrive at an understanding and interpretation of subject advisors and teachers views about subject advisors roles as instructional leaders. Subject advisors and teachers were purposively selected. Maree (2011) defines purposive sampling as a way of selecting participants due to some significant features that make them owners of the data required for the study. It is relevant to the study because subject advisors and teachers are owners of information

desirable for the study. The research methods utilised for data generation were semi-structured interviews and document review. More details will be presented in Chapter Three of this study

1.9 Limitations of the study

Limitations are those issues or circumstances outside the practical control of the researcher that disturb the accomplishment of the study or the strength of the conclusions, or it may disturb both (Masuku, 2011). Language was a limitation to the richness of the study in that some participants did not feel free to express themselves in English. To navigate this limitation, I allowed the participants to use the language they are comfortable with during the interview process. The venues where the interviews were conducted were of their own choice to allow for privacy and minimise disruptions. The study only looked at four subject advisors in one district, two principals, two HODS' and four teachers from two different schools in the same district so the findings cannot be generalised. Yin (2009) asserts that qualitative research has limited generalisability. The study provided detailed descriptions of all the activities in the research process.

1.10 Demarcation of the study

The study was directed to Umlazi district south of Durban in KwaZulu-Natal with four subject advisors, two school principals, three HOD's and four teachers in a focus group interview, using two primary schools from different contexts. The duration of the study was from January 2014 until December 2014.

1.11 Organisation of the study

This section summarised the building of the entire study. The study comprised of five chapters summarised below:

Chapter One was the impression of the study, providing the context and justification for the study. The aims, objectives and three critical questions that guided the study are also provided. Moreover, it provided clarification of some concepts used in the study. The chapter also briefly shed some light on the research design and methodology utilised. Limitations and demarcation of the study were also discussed as well as the organisation.

Chapter Two focused on the evaluation of relevant research literature regarding subject advisors roles as instructional leaders. It also discussed the challenges the subject advisors encountered when developing teachers as instructional leaders.

Chapter Three dealt with a thorough account of the research paradigm, the research design, methodology, methods of data collection and analysis procedures followed in carrying out the study.

Chapter Four was on the presentation of data, analysis and interpretation.

Chapter Five presented the study summary, conclusions and recommendations of the study.

1.12 Chapter summary

This chapter painted the introduction and also managed to emphasise the purpose, justification, aims and drives of the research. Definitions of the key terms and literature review were also painted. The research design, methods, methodology and data generation methods were briefly outlined. The chapter division of the study on how subject advisors develop teachers are also outlined. The next chapter offers a detailed review of literature on instructional leadership roles of subject advisors in the school context and the theoretical framework that underpins the study.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

The preceding chapter provided the context and location for the study. It also foregrounded the motivation and basis for the study, key questions, methodological issues and the construction of the thesis. This chapter is on literature review and the theoretical framework that underpins the study. Firstly, it reviews related literature from international, African and South African perspectives. Secondly, Weber's (1996) model of instructional leadership which underpins this study is presented.

2.2 Review of the related literature

The aim of reviewing other studies is to find studies that exist within the same knowledge and debate (Henning, Van Rensburg & Smith, 2004). In addition, it is to gain deeper understanding and support into the investigation (Bush, 2008). Review of related literature will be discussed under the following topics: international literature on instructional leadership, African continent literature on instructional leadership and instructional leadership in South Africa, roles of subject advisors in supporting teacher development, challenges subject advisors encounter when developing teachers, mitigation of challenges subject advisors encounter when developing teachers and the role of subject advisors in promoting professional learning communities.

2.2.1 International literature on Instructional leadership

The notion on leading teaching and learning is not new and most researchers like Blasé and Blasé (1999), Spillane, Halverson and Diamond (2001) and Southworth (2002) argue that there are programmes and processes that are necessary for innovations in teaching and learning. However, there is less information on exactly how subject advisors as instructional leaders develop teachers to implement those programmes and processes.

Creemers' and Reezigt's (1996) study posits that instructional leadership needs to include the following: frequent and personal supervision of academic school activities, support for teachers and acquisition of needed instructional resources, and drive on school development

actions. As instructional leaders subject advisors need to monitor teachers work on regular basis. They also need to ensure that there is frequent and personal supervision of academic activities. Subject advisors also need to ensure that teachers are provided with necessary resource. Blasé and Blasé (1998) stress that leading teaching and learning entails the following: management, staff growth and core curriculum improvement. The emphasis is on staff growth and curriculum improvement which is what subject advisors need to embark on when developing teachers. Managing the curriculum improvement is important as it help teachers to know their weak and strong points. Subject advisors need to give feed-back to the teachers.

Blasé and Blasé (1999) establish that operative instructional leadership performance entails three facets which are: conversation with teachers (conferencing), encouraging teacher's professional growth, nurturing teacher image and giving responses. A similar study carried by Sourthworth (2002) using qualitative research with school principal displays three approaches operative in refining teaching and learning which are: demonstrating, observing and debate. Borden's (2011) study using Paraguayan principals found that more experienced leaders are adored by teachers. Subject advisors need to know their work and also to come to the workshops prepared so that teachers will adore and respect them. Gocen and Kaya's (2013) study in Turkey on instructional leadership levels of school found that using constructivist programmes effectively help in improving teaching and learning. Subject advisors need to motivate teachers to use constructivist programmes in their teaching and learning. Elfers and Stritikus (2014) study on how school and district leaders support classroom teachers work with English language learners, highlight communicating as important for instructional leadership practice. There must be open communication between teachers and district officers and this concurs with what Akcaoglu and Gum's (2013) study on Instructional Leadership notes, that principals seldom exercise their instructional leadership roles. The study also asserts that instructional leadership is important in the developing teachers and schools. This is as a result of change of the curriculum and teachers need to be informed so as to be effective in their teaching. Rorrer, Skia and Scheurich (2008) posit that, there is inadequate previous work on district officers (subject advisors). According to Coldren and Spillane (2007), it is not important to only know what leaders do, without a rich understanding of how and why they do it. Hence there is a need to fill the gap by doing

the research on what subject advisors do as instructional leaders in leading instruction in schools through developing teachers.

The view of present writing in the international literature on instructional leadership notes the following aspects as important in instructional leadership: communicating, evaluating, school development, and supervision, leading instruction, promoting teacher development and giving feedback. Amongst other things they maintain that instructional leadership involves providing resources, providing incentives for teachers and maintaining high visibility.

2.2.2 African continent literature on Instructional leadership

Drawing closer home, instructional leadership in Africa has become important in the education system (Pansiri, 2008 & Wanzare, 2012). Jaiyeoba and Atanda's (2011) study in Nigeria notes that learning was difficult as learning conditions were not conducive and also due to lack of resources. The study also highlights the lack of educational facilities as a challenge as these facilities enable skilful teachers to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided with educational facilities and this is similar to what Bush (2013) points out that a positive learning environment is important. The creation of positive environment is important in that it result in increased learner achievement. Pansiri's (2008) study in Botswana using quantitative methods to assess instructional leadership. The study further highlights that cooperation is also essential for promoting effective instructional leadership. Teachers need to cooperate with the subject advisors in promoting conducive teaching and learning environment. Wanzare's (2012) study in Kenya which is about instructional leadership in public school in Kenya using quantitative method, posits that instructional administration is regarded as the process of examining people's work. The study also notes the following as important in facilitating instructional supervision, supervisor-supervisee relationship, collaborating, frequent open communication, staff development and time management. Teachers need to have good relationship with subject advisors in order to produce effective results. Most studies conducted in Africa highlight that positive school environment is important in improving learner performance (Lezotte, 1992 & DuFour, 2000).

The above studies highlight the importance of resources and providing conducive teaching and learning environments as important in promoting instruction. They also note that teachers needed support to produce improved consequences and also the importance of learner participating in decision-making is highlighted.

2.2.3 Instructional leadership in South Africa

Having had a brief overview of international and African perspectives on instructional leadership, it is appropriate also to give attention to the local perspective on instructional leadership. Therefore, this section discusses studies conducted in the South African context on instructional leadership. A number of scholars have conducted studies on instructional leadership and how it is refining the value of education in South African schools (Christie, 2010; Bush, 2013; Naicker, Chikoko & Mthiyane, 2013). Mbatha (2004) is in support of effective leadership in schools and is of the opinion that effective leadership involves close correlation between the institution's mission, goals and people working in it and his views concur with Bush's (2013) study in South Africa which posits that School Management Teams (SMTs) need to provide significant management of instruction and also for learning to be operational, they need to nurture a vision that focuses on teaching and learning.

The author also highlights that it is essential for school leaders (subject advisors) to ensure the following; good models of lesson preparation, subject knowledge, educational approaches and assessment and learner well-being. Naicker, Chikoko and Mthiyane's (2013) study on instructional leadership found similar findings as those of Bush (2013) that for schools to be effective, all school leaders should make teaching and learning a priority. The studies above clearly point out the importance of having a leadership that is pursuing a definite mission.

The study conducted by Christie (2010) in South Africa found that the influence of international policies in South Africa schools convey strain to the liability of prominent schools. The author also posit that the product of other people's reform efforts come with lot of difficulties and also that inequalities that continue to exist in schools impede the attempt to improve schools. According to the same author schools need an institutional leadership structure that promotes good teaching and learning in order to attain educational progress. Some researchers highlight that instructional leaders (subject advisors) do not have enough time to focus on their instructional leadership practices (Fink, 2001 & Christie, 2010). Botha (2012) study asserts that most educational leaders (subject advisors) place a high priority on effective management than on instructional leadership. The study conducted by Spillane, Halverson and Diamond (2009) highlight that leading change in education need to involve the following: identification and activation of material resources, development of teachers. Activation of material resources and teacher development are very important as they embody the activities necessary to promote positive learning environment.. Kruger (2003) found that

to meet changes in the curriculum principals need have sufficient time in leading instruction. Leadership plays an essential part in creating circumstances for better instruction, they therefore need to be allocated more time to learn the demands of any change that would have been introduced (Spillane, *et al.*, 2009).

Subject advisors, when developing teachers, should consider the school contexts where learning and teaching takes place to ensure that the goal of the school is clear and understandable to the teachers. Moloji (2007) also notes that for National Department of Education to further improve the existing management and leadership training, policy frameworks need to be there in order to clarify what is expected of the leaders.

Therefore the studies on instructional leadership suggest that developing teachers to improve on instruction is important and that it will be effective if it is done at a school level. The studies also suggest that instructional leaders need to have time and policy framework to be able to lead instruction at schools.

2.3 Roles of subject advisors in supporting teacher development

The main focus of the discussion of roles of subject advisors include, providing instructional leadership, developing teachers, providing resources, giving feedback, communicating with the teachers, supporting the teachers and supervising or monitoring teachers. The department of education stipulates the roles of subject advisors as providing instructional leadership, teacher development, providing resources, communicating, monitoring (supervising) and giving feedback. According Department of Education (2013), South African education districts offer such service in the form of subject advisors. Creating a subject advisors post is the most important achievement that ensures institution-based teacher support is provided in terms of curriculum implementation and teaching skills (Department of Education, 2013).

2.3.1 Providing instructional leadership

This is the core function of subject advisors as instructional leaders as they are expected to develop teachers and help them improve on their instructions. Research conducted in internationally, in Africa and also in South Africa note that principals do not have time to lead instruction at schools because of role diversity and it therefore important for subject advisors to lead instructions in schools (Fink, 2001; Christie, 2010; Wanzare, 2012& Bush, 2013).Fink (2001) points out that leading instruction in schools is important and this is also

highlighted by Anderson, Leithwood and Strauss (2010) that district officers should be seen leading instructions in schools. Therefore what these studies have shown is that subject advisors role of instructional leadership is important as principals sometimes do not have sufficient time to lead instruction because of role diversity.

2.3.2 Developing teachers

Teacher growth can be conceptualised in different techniques like other concepts. Different scholars put different emphasis in their definition of what teacher development constitutes. The following definitions demonstrate clearly the meaning of teacher development. Day (1999) asserts that teacher development is a procedure where teachers analysis, renovate and encompass their obligation as mediators of change to the good perseverance of teaching where they attain and advance their knowledge, skills and attitudes. Steyn and van Niekerk (2002) have a similar view about teacher development. The authors define it as on-going development programmes and on-going learning opportunities available to teachers.

Teacher development was introduced in South African schools to develop teachers within a transformation period and its aim is to reconstruct the education system (Steyn & Van Niekerk, 2002). The post-apartheid government introduced a complicated new curriculum which includes National Qualification Framework (NQF), Curriculum 2005, Revised National Curriculum Statement (RNCS), National Curriculum Statement (NCS), Curriculum and Assessment Policy Statement (CAPS) which required developmental work to be done at school level because of difficulties posed to teachers (Hoadley, *et al*, 2009). It also created uncertainty in the minds of teachers.

The study conducted by Morrow (2007) in South Africa notes that teachers are faced with difficult tasks in the classroom which is a tremendous change in the entire education system. The changes include the following education policies, curriculum and assessment. Teachers have too much to deal with, especially with the curriculum change. Morrow (2007), refers to continuous assessment as a “nightmare” as it requires learners to do test, projects, and assignments and write formal examinations. Jansen’s (1998) study notes that teachers found changes to be difficult, demanding and complex. According to Christie (2010), the change in education gave new responsibility to the instructional leaders. Oreck (2004) assert that, to improve the excellence of education one of the most important things to do is to develop teachers through basic content and pedagogical knowledge.

Teacher development is viewed by Dichaba and Mokhele (2012) as the process of teacher improvement that emphasise self-realisation, self-growth and self-development.

The authors point out that teacher development is not only about teacher learning but it is about teachers, teaching and the process of change. Teacher development is important as it helps teachers to be able to meet new challenges. Bush (2007) notes that for a perceived teacher development to be effective, it need to include the following, a clear vision, a more democratic approach, being more inspiring and creative and enthusiasm for learning. Although both studies differ their main focus is democratic approach and will to learn, which emphasise the significance of teacher development or change that motivate ownership. According to Makewa, Role and Rulinda (2013), for the next phase of government and its change to stand a chance to succeed, it should invest in developing the capacity and status of the teaching profession. Teachers need intensive teacher development programmes to help them change. According to Blasé and Blasé (1999), to raise the standard of teacher performance significantly, for the benefit of learners there is a need to improve teaching strategies employed by teachers. Teacher development is essential to teacher education and to the whole education system (Oreck, 2004). Subject advisors as Instructional leaders are there to assist teachers to improve the strategies they use in teaching and to cope with the changes being introduced in the curriculum. Mkhwanazi (2007) asserts that teacher development requires continuous learning and modelling.

Teachers as professionals need different kind of in-service training which is normally done by attending workshops and giving feedback to their colleagues (Department of Education, 2013). According to Mkhwanazi (2007) development of any kind need the participation of everyone in the programme and teachers need to attend workshops to get support about what they need to do in the classroom. Experienced teachers need to be exposed to situations enabling them to learn. Workshops and courses are important as they help in developing teachers and making teachers learn new skills. Workshops are arranged in such a way that only teachers teaching the same learning area of a particular phase attend the workshop (Department of Education, 2013). Workshops do not always result in the transfer of skills to the workplace. When attending most of the local workshops, teachers normally complain about the top-down national teacher development programmes suggesting that it should be complemented with the concerns and challenges being faced by the teachers in the actual teaching and learning situation for it to be meaningful. Zeichner (2005) posits that strong

district presence is important to manifest in the reform of vision and actions of teachers and instructional leaders. Teachers are always not sure if what they do is in line with what is expected by the education department. Subject advisors as instructional leaders need to be seen at school developing and supporting teachers. Leaders (instructional leaders) need to articulate the meaning of expectations (Rorrer, Skria & Scheurich, 2008; Leithwood, Harris & Hopkins, 2008). Kruger's (2003) study found that there is a need for instructional leaders to be a bridge of knowledge and encouragement to facilitate learning in schools. Zeichner (2005) found that there is a need to connect leadership to teacher development that is coherent and reliable.

According to Rorrer, *et al.*, (2008), teachers are discouraged by their apparent workloads and the strains of the new core curriculum and are in need additional preparation. The study conducted by Leithwood, *et al.*, (2008) in Canada asserts that teacher development and leading instruction is gradual and difficult process for leaders (subject advisors). This also has emerged in some studies conducted in South Africa that less support for teacher development initiatives has been provided by South African schools (Nsele, 1994 & Bhengu, 1999).

Elfers and Stritikus (2014) assert that research is essential to investigate different types of teacher development activities which include in-service seminars and workshops. Akcaoglu and Gumus (2013) highlight that sound effects of policy are needed to research current practices more thoroughly and to facilitate change through modest steps. According to Evans (2002), teacher developments still remain unclear though it has been studied by various scholars such as (Fullan & Hargreaves, 1992; Day, 1992). Halai (2006) asserts that it is essential to investigate the role that the district (subject advisors) play in promoting and sustaining quality education. Schofer and Myers (2005) posit that subject advisors as teacher developers need to genuinely confront the disbelief that telling, showing and guidance is enough for teacher education. Lunenburg (2010) study highlights that teacher developments need to be professionally conceptualised, thoughtfully implemented and meaningfully employed. This conforms to the notion that instructional leaders need to be fully prepared when conducting workshops so as to professionally conceptualise the information. Zeichner's (2005) study which is about his personal experience as a teacher educator posits that his transformation from being a schoolteacher (teacher) to being teacher educator (subject

advisor) was encouraged by different things and his response to learning which led to meaningful change was one of them.

Therefore what these studies have shown is that subject advisors roles as instructional leaders is important in schools as it seeks to develop teachers so that they can effectively improve how they teach. The studies also point out that subject advisors need to do research on their practice so as to be improved and be effective in their leadership. It also highlights the importance of workshops in developing teachers and also that workshops need to be productive so that teachers will see the need of attending them.

2.3.3 Providing human and material resources

The responsibility for providing resources to the teachers to create conducive teaching and learning environment is important (Masuku, 2011). Subject advisors need to ensure that they have sufficient resources to provide to teachers so that teachers will be effective in their teaching. This is also highlighted by DuFour (2000) that instructional leaders need to provide resources that promote functioning instruction. Human resources are essential in promoting operative schools (Jaiyeoba &Atanda, 2011). Therefore, there is a need to have sufficient staff (human resources) and material resources so as to produce excellent results.

2.3.4 Giving feedback to the teachers

Subject advisors as instructional leaders need to always give feedback to the teachers especially after they visited the school to check or assess how they are doing their work. Giving feedback will help teachers to improve on their instruction. Blasé and Blasé (1999) point out that giving feedback is important and this concurs with what Weber's (2006) study stresses on instructional leadership that giving feedback is important. According to Brinko (1993), giving feedback includes review of work done and targets achieved.

Therefore what these studies have shown is that giving feedback is important as it helps teachers improve on their instruction.

2.3.5 Communicating with teachers

According to Elfers and Stritikus, communication is about sharing information, attitudes and beliefs. Christie (2010) asserts that communication happens so that work can get done. He further posits that in a school situation there has to be formal system of communication

within the school which could be through meetings, circulars and departmental policies and it is important for subject advisors as instructional leaders to be able to communicate information accurately and quickly. Hoadley and Ward (2009), highlight that good communication is important. Subject advisors as instructional leaders call teachers for workshops where they meet and discuss about new teaching methods or curriculum changes. According to Carter (1993), a meeting performs several key functions better than other form of communication. He further posits that a meeting is a forum for gaining consensus, solving problems, and making decisions and that meetings can have problems, and some of the problems may include the following- inadequate preparation, ineffective leadership and irrelevance of information discussed. Teachers become demotivated when they attend meetings (workshops) and encounter the above problems. They normally complain and some as a consequence no longer attend workshops because they find workshops not productive. Subject advisors need to come to these meetings (workshops) prepared so as to motivate teachers to attend. Subject advisors also use circulars as a form of communication with schools. Departmental policies can also be used as a form of communication with teachers. Subject advisors use CAPS policy documents to communicate with teachers as to how they should do their lesson preparation and assessment of the learners. Therefore, improved form of communication is essential as it will help communicate information quickly and effectively.

2.3.6 Supporting the teachers

According to Department of Education (2013), subject advisors as instructional leaders need to provide the following: support for teachers, good teaching environment and support education institutions within the district to do their work according to what is expected. They need to assist schools in improving the value of instruction in school through school visits, classroom observation, consultation, cluster meetings, suitable feedback and other means. Subject advisors need to provide a facilitating atmosphere and arrange provision for teacher development. Blasé and Blasé (1999) posit that follow-up and support for teachers, both from a district office and at school level is important as it gives confidence, it help teachers to be able to face new challenges and also helps them to implement new learnt practices. Therefore what these studies have shown is that teachers need to be supported in order to help them have confidence in what they do and be able to face challenges they encounter in their teaching.

2.3.7 Supervising/ monitoring teachers

Subject advisors role of supervising teachers is important although it is mentioned in this study as one of the challenges they encounter when developing teachers. The primary purpose of supervision by instructional leaders (subject advisors) is accountability. Teachers need to be accountable as professionals so as to be motivated to do their work. Supervision of teachers was viewed as important in refining instruction in schools (Blasé & Blasé, 1999). This concurs with what Southworth (2002) notes that supervision of teachers work is important as it improves instruction. Bush (2013) posits that supervision by instructional leaders (subject advisors) focuses on the purpose and programmes and it also assess if goals are achieved. Subject advisors as instructional leaders need to be professionals when supervising teachers and they need to be fair enough if teachers are to improve on their instruction. Masuku's study (2011) in Zimbabwe asserts that supervision is direct monitoring of instruction. The author further posits that supervision calls for considerable personal contact between the teacher and the instructional leader (subject advisors). As mentioned above, supervision is a challenge to instructional leaders (subject advisors) and it is important that teachers are made to feel comfortable about the whole process. Sullivan and Glanz (2005) suggest that teachers should be made to feel comfortable to share their teaching practice with instructional leaders (subject advisors). What the findings show is that effective instructional leaders should be able to carry instructional supervision in order to develop teacher competencies.

2.4 Challenges subject advisors encounter when developing teachers

There are a number of challenges subject advisors encounter when developing teachers. Some of the challenges include the following: shortage of staff both subject advisors and teachers, lack of proper communication, inadequate trained staff and supervision, lack of resources. According to Biputh (2008), the quality of support subject advisors give to the teachers may be a challenge as they may not be frequent enough to deal with many schools over too wide an area in the short space of time. Bush (2007) cites lack of skills and training as challenges that instructional leaders (subject advisor) encounter. This problem is normally found in rural schools where qualified teachers are not willing to go and teach. The department of education also is no longer employing new teachers and teachers find themselves overloaded with work and that causes problems for the subject advisors. Christie (2008) asserts that teachers sometimes change subject especially at primary school level

where teachers sometimes reshuffle and change grades or subjects. Teachers sometimes end up attending workshops on the subject areas which they are not familiar with and cause conflict with instructional leaders (subject advisors) as they are sometimes compelled to repeat what they covered in the first workshop. Teachers when they are not properly trained, cause challenges to the subject advisors because it increases their workload.

Communication also is a challenge subject advisors encounter especially when it is not done on time. According to Yukl (2009), communication breakdown can cause clashes or difficulties in subject advisors and teachers working relationship. Subject advisors, when informing schools about workshops, they sometimes inform them late, sending late circulars and that communication breakdown cause problems as teachers end up not attending workshops.

Supervision is one of the roles of subject advisors and negative connotations attached to supervision normally pose challenges to subject advisors. According to Biputh (2008), people get very worried when checking their lesson plans. Subject advisors roles as instructional leaders include supervision which is assessing and checking teachers work. Some teachers are not open to that and that becomes a challenge to subject advisors as instructional leaders. Some teachers' think of themselves as subject coordinators and it becomes difficult to lead them.

According to Botha and Marishane's (2011), lack of knowledge of curriculum and instruction, is the challenge subject advisors encounter when developing teachers. The lack of support on the side of subject advisors normally because they are overloaded, contributes to teacher's lack of knowledge which in turn causes challenges to the subject advisors. Teachers' lack knowledge especially at primary school level, as eluded in the study, may be caused by the change in grade or subject that the teacher teaches and teachers end up teaching subjects they are not familiar with. This also arises because of the shortage of teachers at a school level as the department of education is no longer employing large number teachers. District (subject advisors) expectation is another challenge instructional leaders (subject advisors) normally encounter (Botha & Marishane, 2011). After attending workshops, teachers are given lot of work especially paper work to do which includes, assessment schedules and planning schedules and a number of assessment task per term and the work they are supposed to cover in that particular term. This is not easy on the side of the teachers

as they sometimes have slow learners in their classroom and they delay with some of the activities they are expected to do. Role diversity is also another challenge subject advisors' encounter when developing teachers as teachers have different roles and expectations which tend to fragment whatever vision a teacher has for improving teaching and learning at school level. It also impedes on subject advisor's role of helping teachers improve on instruction.

The political pressure on schools to achieve more with less in the form of resources is a challenge to subject advisors as instructional leaders. Stein, Hubbard and Mehan (2002) assert that there is persistent and growing sentiment that public schools are failing to meet the societal expectations, especially with regard to learner achievement due to lack of resources.

2.5 Mitigation of challenges

Subject advisors can use the following to navigate the challenges they encounter when developing teachers: structuring the instructional programmes, elements of instructional programmes, formulation of clusters (team-work), key elements of a structure, motivating teachers to excel.

2.5.1 Structuring instructional programmes

The introduction of instructional programmes by subject advisors as instructional leadership is important as it provides a framework within which an organisation can operate. According to Masuku (2011), high school teachers need to structure the instructional programmes so as to be effective in their teaching and learning. The study also found that principals strive under difficult circumstances to ensure that instructional tasks are developed logically and are clearly spelt out for teachers to function effectively. The study also found that school principals structure their instructional programmes highlighting the following aspects as important-providing teachers time to meet and talk about instructional issues, shaping the instructional climate and organisation, ensuring easy and effective communication, providing effective teacher development, making learner achievement an important motivator, keeping teachers at the centre of the instructional programmes by motivating teachers and providing them with resources, provide opportunities for individual and group debate, promote the achievement of all learners by mobilising support of all stakeholders and restructuring schools.

2.5.2 Elements of instructional programmes

According to Botha and Marishane's (2011), the elements of instructional programme need to have the following three types of input: organisational input, learner input and teacher input. Organisational input emanates from the nature of the curriculum implemented within the school. They include plans, policies, values and principles that guide practice, size, content, objectives and standards to be achieved, and time allocated for teaching and learning activities. Learner input cover learners' prior content knowledge and their readiness to learn despite barriers standing in their way. Teacher input includes teacher's attitudes towards learners, their differentiated needs and also their skills in applying knowledge. There must also be instructional programme that covers the mix of inputs in a process driven by a teacher-learner interaction. Such interaction occurs in the form of a series of objective-base and goal-directed teaching and learning activities and continuous assessment of the success of these activities. Instructional programme outputs must cover the outcomes of teaching, learning and assessment. Focusing broadly on instructional programmes means creating a link between inputs (needs) and throughputs (teaching, learning and assessing) and outcomes (result of the mix of the previous two). Formulation of instructional programmes will make it easy for subject advisors to perform their roles as expected by the department of education policy (Weber, 1996).

2.5.3 Formulation of a cluster (team)

According to Bryson and Einsweiler (1991), practitioners and academics interested in developing their educational institutions and themselves, increasingly recognise the necessity for shared power to resolve particularly difficult problems. Subject advisors as instructional leaders need to organise schools so as to formulate clusters where teachers teaching at the same area and within the same level will meet and make a success of their work. According to White and Willace (2002), leaders need to promote inspirational talks, communicate vision and act in ways that encourage enthusiasms. They should show interaction by generating ideas, making decisions collectively, providing emotional support and mutual commitment and resolve challenges to achieve more together than they could do as individuals. Bamburg, (1994) asserts that clusters should make an effort to align and integrate school improvement initiatives so as to improve instruction in their schools. This echoes Smith (2001) who asserts that successful groups (clusters) produce better ideas in that the ideas are well evaluated and

thought through and that they usually produce better solutions than an individual on his or her own.

2.5.4 Key elements of a cluster (team)

Subject advisors as instructional leaders cannot make all decisions about instruction on their own but they must have a growing awareness that decisions need to be made with those who are leading instruction at school level which are teachers. According to Oreck (2004) teachers are demanding to be perceived as important and also to be treated with admiration and pride. Subject advisors need to formulate clusters and also to make sure that the important key elements are noted in those clusters as that will help navigate the challenges they encounter when developing teachers. The key elements are important and most of them are further discussed in the study to highlight their importance in promoting operative schools. Weber's (1996) theory regards a common goal as important as it promotes collaboration among the staff members as they all work towards in achieving a common goal. Therefore, setting a common goal for cluster members is an important element of a cluster. The other important element is leadership as leaders are supposed to be leading instruction. Therefore clusters need to have effective leaders. Communicating is also further discussed in the study but it is also mentioned as an important element of a cluster where there is a need to have open communication among members so that the cluster will be effective. Interaction is also an important element of a cluster as it helps teachers manage to support each other to improve on instruction.

2.5.5 Motivating teachers to excel

The challenges that subject advisors encounter when developing teachers includes among others the poor performance of learners and they can navigate that challenge by motivating teachers to excel through teacher incentives, promoting positive relationships, teacher empowerment and availability of human and material resources. Lastly the roles of subject advisors in promoting professional learning community can also help teachers to excel in their teaching.

2.5.5.1 Teacher Incentives

In terms Section 4 of the Personnel Administrative Measures (PAM) document, contained in the Education Law and Policy Handbook (1999) the incentives should be awarded in government and non-government schools as a way to retain teachers in schools and to

motivate them to excel. Teacher incentives need not to be viewed in isolation but need to be viewed together with motivation (Naicker, 2000). According to the author no one incentive or system of incentives is a professor for attracting and motivating teachers in all the district, but incentives provide a change process in which teachers are motivated to do their work properly. According to Masuku (2011) government has authorised schools to give teachers incentives that are intended to motivate them. Conley, Muncey and White (2001) point out that individual compensation plan is important. Naicker (2000) posits that giving a relatively small number of teachers' rewards will threaten the unity among teachers. The study found that the majority of teachers need monetary incentives and that cost-effective teacher incentives are needed to yield effective teaching in schools. Subject advisors need to have individual compensative plan to motivate teachers to do their work with pride. The above studies note that teachers need to be given incentives as way of motivating them and the studies also highlight that incentives need to be in monetary terms as that what teachers like the most.

2.5.5.2 Promoting positive relationships

Weber (1996) points out that relationships are important in a changing environment that things get better when they are improved and remain the same or get worse when the ground is lost. The author further points out that there should positive relationships to create a positive climate in a working environment. Subject advisors as instructional leaders can inspire teachers by developing and nurturing a positive relationship with them. When teachers struggle with implementing a new curriculum policy or a learning programme, they need sympathetic and supportive intervention (Southworth, 2008). Therefore, teachers need human touch which is subject advisors as instructional leaders, to commit themselves to sustaining a positive relationship with them.

2.5.5.3 Teacher empowerment

Firstly, it is mentioned in the study that subject advisors need to be involved in the setting of goals in the school context for the effective improvement of instruction. Once goals have been set, the next step is to empower people to participate in achieving those goals (Weber, 1996). Botha and Marishane (2011) assert that an instructional leader can exercise positive influence over teachers' effectiveness in teaching and learning by empowering them. He also mentions four ways of empowering teachers which are, provide them with opportunities for

continuing expert growth, develop school, provide teaching and learning materials and lastly give teachers decision making autonomy over curriculum delivery.

2.5.5.4 Availability of human and material resources

The term resources in this study refers to different materials needed in a school situation which include amongst other things, teachers, capital, photocopying machines, books, computers, equipment, to name a few. According to Mbatha (2004) teachers are a school's most valuable resources and time and energy should be devoted in recruiting, selecting and assigning them in a school. Masuku (2011) in Zimbabwe during the time of his study reported the following materials as lacking in Zimbabwean schools, textbooks, pens, maps, charts and also other physical materials such as furniture, classrooms and other equipment. Another challenge that subject advisors encounter when developing teachers is poor performance of some schools and teachers will always complain about the lack of resources in the school situation because in some schools learners are exempted from paying school fees and schools depend on government funds which takes a long process for a school to receive. Redeployment of teachers is also a problem especially teachers teaching mathematics, science subjects and also commercial subjects. According to Masuku (2011) this is reported in schools in the following African countries - South Africa, Botswana and Namibia. Therefore human and material resource is important to create conditions in a school situation conducive to teaching and learning.

2.6 Roles of subject advisors in promoting Professional Learning Community

Subject advisors as instructional leaders need to assist in the creation of professional learning communities and community of practices in schools as a way of developing teachers. According to Lunenburg (2010), district officers (Subject advisors) enhance their overall effectiveness and improvement of schools by promoting successful learning of learners. He defines professional learning community (PLC) as professionals working together to achieve goals they have set for themselves. Hord (2009) asserts that PLC occurs when adults learn so that they can improve the learning of learners under their charge. There is need for teachers to learn continuously so that they meet the demands of the changes that are being introduced in the curriculum. Chisholm (2004) posits that teachers just find themselves in a new curriculum. Gronn (2000) notes that distributed leadership is important in promoting professional learning communities and this is echoed by Harris (2008) that distributing

leadership to teachers contributes to building professional learning communities and it also helps to empower teachers to be involved in decision making within the school. Steyn (2014) posits the following roles of professional learning community in developing teachers which include collective work and leading instructional improvement. Teachers when working together towards the same goal and doing collective work is important as teachers come with different ideas and help each other improve on their instruction. Dufour (2000) posits that working together provides the foundation for investigation and replication, permitting teachers a chance to nurture concerns, take risk and also giving teachers an opportunity to address their problems they encounter in their teaching and learning.

Similarly, Harris (2008) also concurs with Hord (2009) that PLCs create a platform where teachers can have a chance of making changes to their knowledge gaps. The Professional learning community like all professional development need to focus on instruction. DuFour, DuFour, Eaker, Eaker and Many (2006) posit that teachers who are committed to re-culturing their school into true, high-performing professional learning communities undertakes making cultural shift to a sharp focus on learning of each learner and they also focus on answering these four questions which are, what we want our learners to learn?, how we will know if each learner is learning the skill, the concept or the important information we are teaching?, what happens in our school when learners do not learn?, what happens when learners already know? This is echoed by Lunenburg (2010) study when he posits four steps in the creation of the professional learning community which include, creating a mission statement, developing a vision, developing a value statement and lastly establishing goals. Professional learning communities, when developing teachers, can help improve instruction and subject advisors need to motivate teachers to always evaluate their performance using the above four questions and four steps in their school context.

2.7 Theoretical framework of the study

According Henning, Van Rensburg and Smith (2004), a theoretical framework makes a research to be a discipline or subject where a researcher is expected to work. The study is underpinned by Weber's (1996) instructional leadership theory. The theory is presented and discussed below

2.7.1 Weber's (1996) model of instructional leadership

Weber proposes five dimensions of instructional leadership construct: describing (understanding) the school mission (goal), managing the instructional programmes, encouraging positive school learning climate, perceiving and giving the feedback and evaluating the instructional programmes.

2.7.1.1 Defining (understanding) the school mission and goal

According to Weber (1996), it is important for the institution to have the same instructional goals as goals bring the whole system together. The research suggest that formulation of mission, goals and objectives needs to be done with the collaboration of staff members, in order to try and realise effective teaching and learning and also to find out if end result are achieved. According to Hallinger (2005), goals are needed to serve as the base for developing plans and they also serve as criteria to determine the end result. The author further point out that school goals make teachers and student to be able to be in line with their commitment. Weber (1996) asserts that the mission of the school must reflect the following, how the school can achieve its goals in providing quality education, how it can satisfy learner's needs, resources that will be used to provide quality education and how with hard work and support of other schools the mission can be fulfilled. This is echoed by Mbatha (2004) that goals are objectives which the organisation aims to achieve. The author further point out that at school level academic goals are what schools or teachers want to achieve through the process of teaching and learning. Subject advisors as instructional leaders, when developing teachers need to understand the school goals better. They need also to work with teachers towards achieving the school goals. The goal must provide an opportunity to make a difference. The school may have for instance not performed well on Annual National Assessment (ANA) or matric examinations and the main objective may be to improve on the school results. It is important that everyone accept the mission. Subject advisors may work with teachers in this instance in identifying their weak and strong points, developing a plan. The mission must answer the following, how the school can achieve its goal, and how resources will be used to provide quality teaching (Weber, 1996). Subject advisors need to rely on teachers for input and review and in this way teachers contribute to their development. They should also assist and train teachers to incorporate the school's academic mission into the objectives of their learning areas. They need also to ensure that school's programmes and monitoring system support the achievement of school academic mission.

2.7.1.2 Managing the instructional programme

Weber (1996) asserts that for instructional leaders to be able to lead and manage instructional programmes they are two important areas and within these two areas, instructional leaders can have pragmatic understanding of curriculum and instruction.

According to Department of Education (2013), managing instructional programmes is the core duty of the subject advisors. In managing the instructional programmes, instructional leaders need to know instructional methods and find gaps in teachers' presentation of the lesson and provide valuable advice and priorities for improvement (Weber, 1996). The primary task of the school is to offer teaching and learning and subject advisors as instructional leaders are expected to lead on the principles of teaching (Mbatha, 2004). They need to ensure that relevant policies on curriculum and assessment are available to all teachers (Weber, 1987). This also concurs with what Weber (2006) noted that instructional leaders should always ensure that school policies and rules are in place to influence what is happening in classroom. Subject advisors need to ensure that teachers received relevant CAPS documents for their lesson planning and also for assessment. According to the author instructional leaders need to have information and skills necessary to be able to develop teachers.

2.7.1.3 Promoting a positive learning climate

Weber (1996) posits that schools need to have a positive learning climate. Creating positive school climate is one of the fundamental duties of subject advisors which need to be considered when developing teachers (Masuku, 2011). School climates are internal characteristics of a school that makes the school different to other schools which may include the behaviour of teachers, students and principals and it may also refer to formal system, informal style of the school management and other environmental factors on attitude, values, beliefs and motivation within different group members in a school (Masuku, 2011). Fullan (2006) refers to school climates as structures and cultures within which one works. The study emphasises the importance of promoting a positive learning culture in a school situation in promoting change. It further highlights that school leaders need to concern themselves with the development of their school environment. Hargreaves (2003) asserts that leaders must not only transform schools in response to changing situations and requirements but they must invest and develop schools that are "learning systems". The school needs to be capable of

bringing about their own continuing transformation. Subject advisors as instructional leaders should focus more on promoting a positive learning climate in schools as it has positive effects on teaching and learning. Subject advisors as instructional leaders need to promote good school climate by monitoring and intervening to improve instruction. Another important aspect in promoting school climate is providing resources and support to improve teaching and learning. Subject advisors as instructional leaders should be resource providers and be able to communicate with teachers and principals and visit schools providing support and developing teachers. Similarly Hoadley's, *et al.*, (2009) study also emphasises the importance of positive learning environment. The above discussion on promoting positive learning climate in schools highlights the following as important- resources, cultures, values, beliefs, attitudes, structures, communication and monitoring. The provision of resource is important as it promotes effective instruction and for schools to respect the school culture is also important. The school structures in this instance refer to the school buildings. The school buildings need to be properly maintained so as to have healthy positive learning climate within the school. Communication is further discussed in the study but positive communication will promote positive learning environment. Monitoring also is further discussed as teachers' work need to be monitored so as promote positive learning climate in a school situation.

2.7.1.4 Observing and giving feedback

Weber (1996) notes that instructional leaders need to observe how teachers do their work and also they need to give them feedback so that they will improve on their instruction. This is echoed by Spillane and Coldren (2007) that instructional leaders' behaviour needs to include regularly observing teachers and providing feedback. Subject advisors as instructional leaders need to come to the schools to observe how teachers do their work and not to critic but to develop them so that they can improve on their teaching and learning practice. They should also give feedback informing them where they need to improve. Observing and giving feedback is helpful as it helps to map the teacher's weak and strong point and develop on them.

2.7.1.5 Assessing the instructional programmes

According to Weber (1996), assessing the instructional programme is essential as it helps in identifying challenges and also in improving the instruction. Mkhwanazi (2007) maintains the need to see development as a process of improving the effectiveness of education provision through on-going review of relevant factors at all angles which may include institutional programmes and other networking programmes. Subject advisors as instructional leaders need to evaluate the instructional programmes, for instance subject advisors formulate clusters so in those clusters there are programmes that teachers and subject advisors need to follow and subject advisors as instructional leaders need to evaluate those programmes to check if they manage to accomplish their goal. They also need an instructional programme that aims at supporting teachers and they need to conduct those in a form of the workshops, so as for subject advisors to assess the programmes to check if they are effective enough to help teachers improve on their instruction.

As part of instructional leadership, subject advisors do the following, manage instructional programmes, create optimistic climate, observe and give feedback to the teachers.

2.8 Chapter summary

This chapter presented the literature review on instructional leadership, from international and national perspective. This was conducted by reviewing the roles of subject advisors in supporting teacher development, roles of subject advisors in promoting professional learning communities, challenges subject advisors encounter when developing teachers and how subject advisors mitigate against the challenges subject advisors encounter when developing teachers.

The theoretical framework that underpins the study was also presented which is instructional leadership theory using Weber's (1996) model. The following chapter focuses on the research design and methodology of the study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The preceding chapter reviewed related literature on instructional leadership and the theoretical framework that will be utilised in the study. This chapter outlines the research design and methodology to be followed. The chapter begins by presenting the research paradigm, explaining the research design and the research methodology, the methods used in selecting the participants and the motivation for using that particular selection procedure is presented. Furthermore, methods that were used for data generation and analysis; ethical issues taken into consideration when doing the research, issues of trustworthiness and triangulation, limitations and the chapter summary are presented.

3.2 Research design and methodology

The section below presents an argument on the research design and methodology utilised in this study.

3.2.1 Research paradigms

This section highlights the different paradigms that exist in research. Maree (2012) defines a paradigm as a set of expectations about fundamental aspects of realism. According to Cohen, Manion and Morison (2011), interpretive paradigm helps with the understanding of the world in terms of people living in the world. In social science there are three categories, based on the underlying research epistemologies and they are: post-positivist, interpretive and critical paradigms (Maree, 2012). Interpretive paradigm was relevant to the study as it helped describe and interpret the meanings of subject advisors roles in the way subject advisors and teachers perceive it as the phenomenon they encounter when working with each other. This type of research tends to understand human behaviour and sympathise with it. The investigation is trusted on the perspectives of the participants as they are the main source of data generation. Cohen, *et al.*, (2011) posit that interpretive paradigm is characterised by anxiety for an individual. Maree (2012) asserts that human cognisance is the source of meaning. Interpretive research is steered by a set of views, beliefs and opinions on the world and how it should be interpreted and studied (Denzin & Lincoln, 2011). The ultimate purpose

of interpretivist paradigm is to offer a perception of the situation and analyse the situation under study to provide insight (Maree, 2012).

3.2.2 The research design

Henning, van Rensburg and Smith (2004) and Maree (2011) define a research design as a strategy which start as underlying theoretical research expectations (ontological and epistemology) to stipulating the variety of respondents, data generating methods to be used and investigation concluded. This enquiry premised qualitative research approach. This approach was selected as it allowed for contextualised, exploratory and personal researching of participants. The approach also was fostered by ontological assumptions underlying the research. This study assumed that there are different types of nature and a core of communal things that exist but once recognised, alternative ontological perspectives may tell different stories (Monette, Sullivan& De Jong, 2008). This study therefore used a case study design which is discussed further below.

3.2.3 Research methodology

The different stories describe, give meaning and make sense of perceived reality. Since this study explores the roles of subject advisors in developing teachers, the case study was perceived as relevant design on which to premise the study. Maree (2011) defines a case study as study unit analysis and research method while Rule and John (2011, p.4) describe it as “systematic and in- depth investigation of a particular case in its context in order to generate data”. A case study is an empirical enquiry that investigates a contemporary phenomenon within its real-life context especially when boundaries between phenomenon and context are not clearly evident (Yin, 2009). According to Leedy and Ormrod (2005), case study consists of two or more cases in order to build a theory or to bring about generalisations. The case study was relevant to the study as it was a case of subject advisors and teachers on the Umlazi district. It is relevant as it will help investigate the roles of subject advisors to make subject advisors and teachers to be conscious of their boundaries in the context especially because in South Africa literature there is a gap on what subject advisors do as instructional leaders to lead, support and develop teachers.

3.3 Sampling of participants

Maree (2011) suggests two main categories of sampling methods which are the following, probability and non-probability sampling. As a qualitative study, non-probability purposive sampling was utilised to choose members of the sample. Non- probability selection is when the researcher targets a single group which is packed with information which does not signify the wider population and only signifies itself (Cohen, *et al.*, 2011). District office with subject advisors and also schools that were selected for the study do not represent other schools or districts. Terre Blanche, *et al.*, (2006) point out that “Sampling is a method used when one selects participant based on certain criteria. Maree (2011) defines sampling as a process used to select a portion of participants of the population for the study. Purposive sampling was utilised in the study. In purposive sampling the researcher selected participants because of some defining characteristics that made them holders of data needed for the study (Cohen, *et al.*, 2011 & Maree, 2011). In this study, four subject advisors from one district were chosen; two principals and two HODs were also selected because they were in the management of the school and lastly four post level one teachers, two per school were also selected. This selection method afforded the researcher the opportunity of purposively target a particular group because of its particular characteristic that helped the researcher get a deeper understanding of the role of subject advisors in developing teachers. A table of participants is shown below:

| Participants | District office | Township school | Urban school |
|-----------------------------|------------------------|------------------------|---------------------|
| Subject advisors | 4 | – | – |
| Principal | – | 1 | 1 |
| Head of department | – | 1 | 1 |
| Post level one teacher | – | 2 | 2 |
| Sub-total | 4 | 4 | 4 |
| Total (participants) | 12 | | |

Table 1: list of participants

3.4 Data generation methods

According to Cohen, *et al.*, (2011), data generation is an overview of key issues in the planning, conducting and reporting of the study. Maree (2011) suggests that any method used

in data generating need to be clearly explained for its fitness to the study. Cohen, *et al.*, (2011) further suggest combining methods of data generation as important. This was relevant to the study as it entailed using a multi-method study. The specific techniques for data generation were semi-structured and document analysis. The multi-method of data generation was the best way to stimulate various and divergent constructions of reality that exists within the context of the research study (Babbie& Mouton, 2004, p. 23). According to Babbie and Mouton (2004), multi-method of data generation promotes trustworthiness of the data through verification and comparing the data collected.

3.4.1 Interviews

Interviews are one of the major approaches in generating data in a qualitative research and they were a specific form of conversation where knowledge is produced through the interaction between the interviewer and an interviewee (Kvale, 2008). The interview is defined as a discussion whereby the interviewer probes the participants to generate data and acquire knowledge about the philosophies, opinions, outlooks, feelings and conducts of participants (Maree, 2011). The study used the interview and the language that was used during the interview was the language which preferable to the participants.. According to Roulston (2010), qualitative interviews may be conducted individually or in group, face to face, via telephone or online. According to the author some social sciences researchers characterise their use of qualitative interviews in terms of structure highlighting that some interviews may be structured, semi-structured or they may be unstructured (open-ended). The study used individual face to face, semi-structured interviews. The purpose of using qualitative interview was to understand the world through the eye of the participant and to obtain rich descriptive data that will help the researcher understand the participants' construction of knowledge (Maree, 2011). Interviews were applicable to the study as they intended to investigate the perspectives of subject advisors and teachers on their understanding of the role of subject advisors in leading, supporting and developing teachers. According to Roulston (2010), semi-structured interview refer to a prepared interview questionnaire with a number of interrogations from the interviewer. Maree (2011) posits that semi-structured interviews need the participants to respond to re-set of questions. It was relevant as it allowed the researcher to prepare questions so as to find out how participants understand the role of subject advisors in leading, supporting and developing teachers. Maree (2011) posits that semi-structured interviews permit inquisitive and interpretation of answers.

This is similar to what Cohen, *et al.*, (2011) posit that it allows for flexibility and freedom to probe interesting answers. Semi-structured interviews help to provide a comprehensive picture of participant belief or insights about a particular theme. It was relevant to the study as it allowed participants to give a detailed picture of their perceptions about the roles of subject advisors in leading, supporting and developing teachers. De Vos, Strydom, Fouche and Delpont (2005) posit that participants in a semi-structured interview is observed as proficient on the focus and need to be permitted extreme chance to express the story. Semi-structured interviews were appropriate to use as they allowed the participant maximum time to tell their story. Although semi-structured interviews were time wasting, but they were important for the study as they were used as a follow-up to clarify some concerns and aspects (Cohen *et al.*, 2011).

3.4.2 Documents analysis

Documents analysis focuses on all written communication that shares light on a particular study (Henning, *et al.*, 2004). In this study the following documents were analysed: minutes of the staff and departmental meetings where issues of teaching and learning were discussed, communication book, log book entries (visitor's book) and assessment documents. These documents were important as they reflected how subject advisors as instructional leaders work with teachers and schools. They also provided non-verbal communication which was formal and structured involving subject advisors, teachers and principal in a school context. School principals and district office provided logbook entries as evidence of subject advisors visiting schools. The minutes book were used as proof that teachers meet with subject advisors to discuss instruction. The year programmes both for the subject advisors and for the school were used as evidence that there were programmes in place that were designed to help the teachers.

3.5 Data analysis

There are three methods of analysing data of an interview transcript i.e. thematic analysis, content analysis and discourse analysis (Maree, 2011). Thematic and content analysis require the researcher to divide data into different themes that emerge from responses of participants. The study used both thematic and content analysing as it allowed the researcher to analyse the interview and the documents. Data analysis starts with a sample of the texts or unit. The texts or units are then reviewed and coded. After the interviews, data was generated,

transcribed and thematically analysed. The best way of analysing data from interviews are voice recorded and transcribed (Cohen, *et al.*, 2011).

Kvale (2008) posits audio tape footage as another method of note taking and recording. The researcher transcribed data and was generated into text copy of what was said by the participants during semi-structured interviews. After transcription, each interview was given a number (coded). Coding allowed the researcher to separate the data into different themes, with each theme given a specific focus. Themes emerged from the categories. Thematic analysis is commonly used as themes can be generated in a variety of ways (Roulston, 2010). The author asserts that thematic analysis entails some form of data reduction, through applying codes to data in order to define conceptual categories through sorting and classification codes or data into thematic groups of findings through a series of assertions and interpretation. The themes were used to interpret data on the roles of subject advisors in developing teacher.

According to Rule and John (2011) changing codes to themes is common in case study research and it is important in content analysis. Cohen, *et al.* (2011) note that good data investigation comprises of the following: classifying, accounting for and amplification of data. Cohen, *et al* (2011) posits that data analysis in qualitative research is an on-going and non-linear process. According to Maree (2011) content analysis is an approach that identifies and summarises message content. Cohen, *et al.*, (2011) define content analysis as summarising and recording written data. Maree (2011) asserts that content analysis is viewing data at different angles with the intention of finding solutions in the transcript for the researcher to understand data. Content analysis was used to analyse documents. This was relevant to the study as it allowed the researcher to summarise and report on written documents.

3.6 Triangulation

Creswell (2008) defines triangulation as a method where a researcher uses two or more methods of data generation concurrently about the same phenomenon; and where data from both methods is compared, contrasted and different findings produce well-validated conclusions. Denzin and Lincoln (2011) posits that triangulation is using different methods interviewing the same occurrence or research question. In ensuring transferability of the

study I used triangulation and two data generating methods which were semi-structured interviews and document analyses.

3.7 Issues of trustworthiness

According to Cohen *et al.*, (2011) in qualitative research rules of validity and reliability are unworkable because there is no possibility of the same results in dealing with humans since their behaviour always changes with conditions, and their results depend on uniqueness of the situation. Guba (1981) offered the concept of trustworthiness as an alternative to reliability and validity. Rule and John (2011) posit that the concept of trustworthiness promotes values such as scholarly rigour, transparency and professional ethics in the interest of qualitative research gaining levels of trust and fidelity within the research community.

Transferability, a term brought forward by Guba (1981) is based on generalisability. It is an extent to which the research can be transferred to other similar contexts as used in the study. The case study leaves room for generalisability. According to Decrop (2004), transferability means how applicable are the research findings to another setting or group. According to Rule and John (2011), reader-determined transferability allows the researcher to gain trustworthiness by allowing the reader to resound with the case at hand and that way the reader may be aware of other cases which are similar. “By providing thick descriptions of the case and its context, the researcher allows findings and conclusions to gain a level of transferability which the reader may determine” (Rule & John, 2011, p.105). To address transferability the study provided a detailed description of data sources; elicitation and analysis allowing the researcher to decide as to what extent the findings can be transferred.

Decrop (2004) posits that credibility refers to how truthful particular findings are. According to Rule and John (2011), credibility is an alternative to internal validity which in a qualitative research reflects the extent to which a study measures in on what it set out to study. In order to ensure credibility in the study member-checking was done. This was a process whereby the interview transcripts given to the participants to read and check if what is written there is exactly what was said by them. This also was good for sound ethical practice as participants may decide to withdraw due to certain responses. In ensuring trustworthiness, after the interviews have been voice recorded, I played it to the participants so as to make them trust that I have recorded exactly what they said.

Decrop (2004) notes that dependability refers to whether the results were consistent and reproductive or not. Themes from the semi-structured interview will help in ensuring dependability of the study.

3.8 Ethical issues

Monette, Sullivan and De Jong (2008) assert that ethical issues involve the responsibilities that the researcher has towards those who participate in research, those who sponsor and those who are beneficiaries of the research. According to Rule and John (2011), ethics emerge from a structure of ethical values embraced by society. “Research ethics embraced govern and guide research (Rule & John, 2011). I sought permission to conduct my study by doing the following: I applied for an ethical clearance certificate from the University of KwaZulu-Natal; by writing letters to the Research office and to the schools where I was going to conduct research. To carry out sound ethical practices, participants were given a consent letter containing a brief outline of the intention of the study and requesting them to participate in the interview. Participants were assured of confidentiality. They were informed that all conversations were confidential and that the identities of participants were to be kept anonymous. All the information was kept in confidence and no information could be traceable back to the participants (McMillan & Schumacher, 2014).

According to Rule and John (2011), there are three standard principles found in the research ethics requirements. The first element is anonymity. The participants’ names were not revealed to anyone, therefore anonymity was guaranteed. The names of schools where the research took place were not mentioned. In recording the findings I used codes to hide identities of both the participants and their schools. The second element is called ‘non-maleficence’. I informed the participants that partaking was voluntary and that they can withdraw their participation whenever they like during the research process. I also ensured that no harm was caused to the participants. The third element was beneficence of the research. The researcher informed participants about the importance of knowing the roles of subject advisors as instructional leaders so as to help schools improve on their instruction (Vithal & Jansen, 1997; Cohen, *et al.*, 2011).

3.9 Limitations of the study

Limitations are those factors or conditions beyond the reasonable control of the researcher that affect the execution of the study or the validity of the findings or both (Babbie, 2007).

Limitations for this study were both physical and conceptual in nature. Physical was time constraints. I was unable to have sufficient time with the participants as they were working and I was also working and after work the participants were tired. Time constraints impacted negatively on the pace and the completion of the study. To navigate this limitation, I used weekends so that I had more time with my participants. The study focused on four subject advisors in one district, two principals from two different schools and also four teachers in a semi-structured interview from both schools so the findings cannot be generalised. Yin (2009) asserts that qualitative research has limited generalisability. The study will provide detailed descriptions of all the activities in the research process.

3.10 Chapter summary

The chapter offered the nature of study undertaken and arguments for selecting methodology used and also the study design existed in the same chapter. The study instruments that were selected for the study and the reasons for choosing those research instruments were also discussed. The process that was used in selecting the participants was also presented. Trustworthiness as well as ethical issues was dealt with in this chapter. The importance of triangulation was also presented. Limitations of the study and how they were dealt with were also presented. The next chapter presents and discusses data obtained from the field.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

4.1 Introduction

The preceding chapter outlined the research design and methodology employed to produce data for this study. The present chapter focuses on presentation and discussion of data produced from the field using interviews and documents reviews with four subject advisors, two school principals; two HODs and four Post level 1 teachers. Findings were facilitated through the interrogation of the three research questions that directed the study. In reminding the reader of the critical research questions used, I present them again here and these are:

- What do subject advisors and teachers perceive as the roles of subject advisors in developing teachers?
- What challenges do subject advisors encounter when developing teachers?
- How do subject advisors navigate the challenges they encounter as they develop teachers?

The data is presented using themes and categories generated from semi-structured interviews. Reporting of data took the form of thick descriptions and verbatim quotations to ensure the participants' voices were not lost. As indicated in the previous chapter, to protect the study participants, false names for participants and their schools are used.

4.2 Discussion of findings

The following themes and sub-themes developed from the data generated through semi-structured interviews and document review. The findings from subject advisors and teachers revealed that both parties were in agreement on what they perceive to be the roles of subject advisors in developing teachers which were that: subject advisors provide instructional leadership, provide resources, facilitate teacher development, support teachers, supervise/coach teachers, communicate with teachers and give feed-back to the teachers. These roles are discussed below:

4.2.1 Roles of subject advisors:

4.2.1.1 Subject advisors providing instructional leadership

Subject advisors believed that, as instructional leaders, they provide instructional leadership in schools by giving examples of things they do with teachers in leading teaching and learning. Regarding this view, the following subject advisors said:

What we do basically I will give one example. When OBE was introduced, there was a hype that the new curriculum was in but there was nothing new. But what we do we engage with teachers not basically to do content with them but to help teachers manage content and assessment according to the new structure (Mr Nzimande- Mathematics Subject Advisor).

Similarly, another subject advisor (Miss Cele) said:

As a leader or as a manager I demonstrate lessons to the teachers. Again as a subject specialist for Technology I monitor and report implementation of the curriculum in schools. I advise teachers on curriculum and assessment practices (Miss Cele- Technology Subject Advisor).

The data from teachers revealed that the teachers at Moon Primary school were in agreement that subject advisors provide instructional leadership in schools. Mr Govender, HOD at the same school said:

The subject advisors come to our school to check how we do the work and also if teachers have covered the work that is supposed to be covered per term (Mr Govender-HOD of Moon Primary School).

In addition, Mrs Moodliar the school principal of the same school said the following:

They come to school to check if teachers are teaching the learners are according to what is expected by the Department of Education. They normally ask for teachers' lesson preparations and assessment schedules (Mrs Moodliar- Principal of Moon Primary School).

Similarly, teachers at Zwelesizwe Primary School were of the same opinion that subject advisors provide instructional leadership at school and one teacher said:

They come to school often to check our files, check the work if it is done, how we do lesson preparations and assessments and they also check the work schedules. Everything in the file they check if it is done properly and also if it is done (Mrs Ntuli-Teacher of Zwelesizwe Primary School).

The school principal, Mr Zulu, of the same school responded by saying:

Subject advisors form subject committees at school for teachers teaching the same subject to actually help each other. For example in the intermediate phase teachers teaching IsiZulu will sit and discuss challenges they encounter when teaching and they will bring them to the subject advisor (Mr Zulu- Principal of Zwelesizwe Primary School).

To triangulate data from the semi-structured interviews, documents were reviewed. Documents reviewed from schools and the district office included: minute's books, logbook entries, year programmes for the schools and also for the district office and all these documents seemed to corroborate findings from the semi-structured interviews. There was evidence that suggested that subject advisors supported instructional leadership practices in schools and those teachers were having meetings with the SMT's to discuss teaching and learning and how it needed to be improved. Subject advisors have a year programme which they used in supporting teaching and learning in schools. For example, in schools where there were new teachers teaching the subject, there were programmes organised for them by the subject advisors where they train them on how to teach the subject. These programmes were organised for the whole year with venues and dates where the workshops will take place, and they also have programmes organised for teachers experiencing challenges in their teaching. The findings further indicated that subject advisors visited schools as instructional leaders to check if what teachers were doing in schools was in line with what was projected. They visited classes and presented lessons to the teachers.

Literature surrounding education leadership and management is rich with the qualities instructional leaders need to retain. Bush (2013) suggests that subject advisors as instructional leaders need to be exemplary in terms of how they do the lesson preparation, presentation, assessment and subject knowledge. Christie (2010) and Wanzare (2012) further highlight the importance of instructional leaders in leading and supporting teaching. Naicker, Chikoko and Mthiyane (2013) also agree that instructional leaders such as subject advisors

regard leading instruction in schools as important. Most literature regards teaching and learning as an important task. McEwan's (2003) asserts that setting clear instructional goals and also to be there for the teachers is important. Robinson, Lloyd and Rowe (2008) concur that leaders need to work with teachers in planning, co-ordinating and evaluating teachers and their work so that they will manage to produce effective learners.

Weber's (1996) five domains model (managing curriculum and instruction) asserts that instructional leaders need to lead and manage curriculum and instruction. As subject specialists, subject advisors' core function are to ensure that teachers are effective in their teaching therefore they need to provide instructional leadership in schools. Subject advisors need to be regular in their instructional leadership so that they will manage to assist teachers. Most teachers I spoke to believed that subject advisors need to be in constant consultation with the teachers regarding teaching and learning. However, according to the study, subject advisors believed that teachers were well- developed and that they only needed support where they encountered challenges. This implies that there was a challenge as most of the teachers said there was urgency for instructional leadership at school level.

To summaries this theme, the fact that the Department of Education stipulates providing instructional leadership in schools as one of the subject advisor's role, then becomes important that subject advisors as subject specialists provide instructional leadership in schools by managing curriculum and instruction.

4.2.1.2 Subject advisors provide resources to the teachers

Another finding that emerged from the data was that subject advisors provide resources to the teachers. Commenting on the issue, one subject advisors said:

I provide CAPS documents to the teachers and I also give them documents that they will use when doing class activities with the learners

(Mrs Ngubane -Social Science Subject Advisor).

This was echoed by another subject advisor when she said:

We provide teachers with resources for example we give them CAPS documents and also provide them with more material that they will use to make their work easier (Miss Dlomo-Natural Science Subject Advisor).

Similarly, another subject advisor stated that:

As a leader or as a manager I demonstrate lessons to the teachers. I provide them with curriculum documents. I share with them resources that might help them in class, lesson preparation samples that I have developed, and power point presentation that I have used with other teachers (Miss Cele-Technology Subject Advisor).

Teachers at Moon Primary School when they were asked about the roles of subject advisors also indicated that subject advisors provided them with resources. Mr Govender said:

They give teachers documents that they use in the implementation of the new curriculum which is the CAPS document. They also give teachers more documents that will help make their work easier (Mr Govender-HOD of Moon Primary School).

Similar sentiments seemed to be shared by a teacher in the same school. Mrs Ferguson who said:

Subject advisors provide schools with CAPS documents which they will use for planning and assessment process (Mrs Ferguson-Teacher of Moon Primary School).

One teacher at Zwelesizwe Primary School, who is Mrs Mkhize an HOD, agreed with teachers at Moon Primary School when she said:

Subject advisors provide us with necessary documents for doing lesson planning, presenting and assessments. They sometimes develop documents in the cluster meetings and give those documents to the teachers (Mrs Mkhize HOD of Zwelesizwe Primary School).

The findings revealed that subject advisors provided teachers with documents especially when there were changes in the curriculum and some of these were policy documents such as Curriculum and Assessment Policy Statement (CAPS) documents. Subject advisors also worked hand in hand with teachers to develop materials or documents that teachers used to make their work easier, especially in Mathematics, Natural science and Technology. DuFour (2000) highlights the importance of providing resources so that teachers will be effective in

their teaching and learning. Jaiyeoba and Atanda (2011) and Masuku (2011) also emphasised the importance of human and material resources.

Weber's (1996) fifth domain (managing curriculum and instruction) asserts that subject advisors as instructional leaders need to ensure that schools have relevant policies on curriculum and assessment. Therefore it is important that subject advisors need to be creative in sourcing resources from other districts or schools where there are shortages of resources especially the CAPS documents and also in creating extra material for the teachers to cope with their work.

4.2.1.3 Subject advisors develop teachers

Teachers and subject advisors in the study had the same insights on the roles subject advisors have in developing teachers. The data suggest that subject advisors develop teachers through the conducting workshops, visiting teachers in their schools and also through the formulation of clusters where teachers teaching the same subject in the same area meet and develop one another. The subject advisors emphasise the importance of their role in developing teachers by referring to their subject's specialist. Most of the participants in the interview said the same thing about the roles of subject advisors in developing teachers. The following was said by the subject advisors:

As a Social Science subject specialist I organise training workshops for new and old teachers so that they are always on board. I do follow –up workshops. We sometimes club schools so that they help each other (Miss Ngubane-Social Science Subject Advisor).

In addition to the above, the following was said by the Mathematics subject advisor:

In Mathematics what we understand is that there is nothing new but we have two policies that have been combined which are our curriculum statements and assessment policy document but to develop teachers what we do, we run workshops during the year, we do mop-up workshops and we also do school visits and also we club schools (Mr Nzimande-Mathematics Subject Advisor).

Similarly same sentiments seemed to be shared by teachers at Moon Primary School on the way subject advisors develop teachers.

Normally subject advisors call us for the workshops and they sometimes visit us at school. They also formulate clusters with teachers from different schools, though they sometimes do not have time to monitor those clusters but they do formulate them (Mrs Mthembu –Teacher of Moon Primary School).

Mrs Mthembu's views were also echoed by the school principal when he said:

In developing teachers subject advisors call them for the workshops and they also formulate clusters (Mrs Moodliar-School Principal of Moon Primary school).

Similarly, some teachers at Zwelesizwe Primary School seemed to share the same views with most of the participants in the study on what subject advisors do to develop teachers. The following was mentioned by one teacher:

Subject advisors develop us using workshops, formulation of clusters and also by providing us with necessary documents (Mrs Nxumalo-Teacher of Zwelesizwe Primary School).

Such a point was also echoed by the teacher at the same school when she said:

Subject advisors call teachers for the workshops where they train them on the new curriculum, normally the training takes two to three days. They encourage schools to have subject committees and they also group schools together so that they sit and discuss their challenges (Mrs Ntuli-Teacher of Zwelesizwe Primary School).

The documents reviewed corroborated findings from the semi-structured interviews as there was proof in the logbook entries and also in the minute books that subject advisors visited schools to develop teachers. Subject advisors made a logbook entries indicating that they came to check teachers work and also at Moon Primary School subject advisors for Technology were impressed with how the first term Mini Pat for grade 7 was done by the learners as part of the assessment task and that was also discussed in the Senior phase meeting which was held by Senior phase teachers and with their HOD. It was also evident that teachers were given documents by the subject advisors when attending workshops to do their lesson preparations and assessments. There was also proof that teachers formulated clusters as there were common papers that teachers set for the learners as a cluster. Steyn and

van Niekerk (2002) are of the view that teacher development needs to be an on-going process. While there are other roles that subject advisors perform, a focus also needs to be on leading instruction in schools as it forms the core of subject advisors responsibilities to equip teachers with necessary skills for teaching and learning. Teacher development needs to be a planned continuous process of development so that subject advisors can be able to monitor improvement in the way teachers do their lesson preparation and presentation. Leithwood and Jantzi (2006) posit that teacher development needs to improve the value of education by identifying, clarifying and meeting the school needs. Therefore developing teachers in groups is not sufficient but there is also a need to develop them in schools.

Weber's (1996), fifth domain (managing curriculum and instruction) also advocates the importance of teacher development that it needs to be at school level. This continuous development of teachers implies that for change to occur teachers need to be continuously developed and the development needs to be at school level. This is to say that in leading teaching and learning in schools, subject advisors need to demonstrate leadership skills, support, participation and collaboration to motivate teachers to improve on instruction. Subject advisors also need to manage curriculum plus instruction in schools.

To conclude and summarise this theme subject advisors need to be abreast of knowledge regarding the latest issues pertaining to teacher development so that they would be in position of facilitating it. They could not manage to fulfil their duties if teachers who need to be the recipients of development are the ones that know more.

4.2.1.4 Subject advisors support teachers

The participants in the study were in agreement that subject advisors supported teachers by providing an enabling environment in schools through school visits, class observations, cluster meetings and consultations, and working hand in hand with the teachers. The subject advisor said:

We visit schools regularly, when I say regularly I mean we identify challenges, we don't do butterfly visits where you just come for sweet nothing. We come up with proposals not solutions and then do a follow up (Mr Nzimande-Mathematics Subject Advisor).

Furthermore, another subject advisor said:

We support teachers by conducting workshops and also visiting them in schools to check if the work is done properly (Miss Dlomo-Natural Science Subject Advisor).

In addition the following was said by one subject advisor:

As a subject advisor I need to work hand- in- hand with teachers giving them content that has to be covered per term and also on how many task to be assessed per term. We had one instance where a teacher was complaining that the HOD wants more tasks than the one required by the Department of Education (Miss Cele- Technology Subject Advisor).

According to the teachers at Moon Primary School, subject advisors do support them. This is what was said by another teacher:

I think they support us by coming to school to check if the work is done according to what is expected and also another thing is when they arrange training workshops to find out if we are coping with the new curriculum (Mrs Mthembu-Teacher of Moon Primary School).

The teacher at Zwelesizwe Primary echoed similar sentiments with the teacher at Moon Primary School. This is what she said:

Subject advisors come to school to give us support by checking our files and also checking if we doing what we supposed to be doing (Mrs Ntuli-Teacher of Zwelesizwe Primary school).

The data from the documents reviewed corroborated interviews above. The minute books perused revealed that SMTs shared information on teaching and learning when they held meetings with the teachers. The issue of support is also evident in the minute books that subject advisors visited and observed teachers while teaching and gave support. Education circulars were also available to motivate teachers to attend workshops. What is emerging from this study is obviously in line with what literature reviewed in Chapter two advocates in terms of support that instructional leaders need to provide to the teachers. Supovitz and Poglinco (2001, p.16) posit that instructional leaders support teachers work and they also enhance their skills so that teachers will be effective in their teaching. Robinson, Lloyd and Rowe (2008) highlight the importance of support in improving learner outcomes. Botha and

Marishane (2011) also reiterate similar finding on the importance of the post of subject advisors in ensuring institution-based teacher support. The Department of Education created the posts of subject advisors to ensure that institution-based teacher support is provided (Department of Education, 2013).

Weber's (1996) model of instructional leadership on the domain (promoting positive learning climate) emphasises that teacher support needs to be at school level so as to promote a positive learning climate. It needs to be noted that subject advisors in the study played a significant part supporting teaching in schools. However, most subject advisors provide support when they work hand –in- hand with the teachers showing them exactly how to do the work.

To conclude this theme teachers as well as subject advisors need to work together in promoting positive learning climate in schools. Subject advisors need to understand the school curriculum goals so that they manage to promote a positive learning climate in schools.

4.2.1.5 Subject advisors supervise/ monitor teachers

When subject advisors and teachers were asked the question about supervision by subject advisors, most teachers were not happy with the checking of the paperwork. Teachers said subject advisors when supervising/monitoring their work, they only check the paperwork, if the work for the term is completed and also if it is done properly. The teachers said that the Department of Education is expecting teachers to do more paperwork when they supposed to have more time with the learners. According to these teachers too much paperwork compromises time for teaching. Subject advisors spoke about what they actually do when supervising/monitoring teachers' work. One subject advisors responded by saying:

As a subject specialist for Technology I monitor and report implementation of curriculum in schools. I get into classrooms and demonstrate lessons though it is difficult for us to get into classes with union structures in place but where they allow it, we manage to get into classes, monitor and supervise (Miss Cele-Technology Subject Advisor).

Another Subject advisor shared similar sentiments with Miss Cele when he said:

Our role is to monitor curriculum implementation. We monitor whatever is being done by teachers in schools. We do an initial visit to identify challenges; we do a follow-up visit to supervise if what we have advised is implemented (Mr Nzimande-Mathematics Subject Advisor).

Social science subject advisor said:

I call teachers to do the moderation of their work. I check if all the content that is supposed to be taught per term is covered. I also check if HOD's do remark papers for the learners (Mrs Ngubane-Social Science Subject Advisor).

A teacher at Moon Primary School concurred with subject advisors and pointed out that:

They come to school to check if the work is done according to what is expected, they check our files and learners' books (Mrs Mthembu-Teacher of Moon Primary School).

Similarly some teachers at Zwelesizwe Primary School share the same sentiments with teachers in Moon Primary school. They said:

They sometimes say we come with learners exercise books to the workshops to check if we doing the work properly. They want to see activities and that the work for the term is completed. They call us to check if paperwork is done (Mrs Nxumalo-Teacher of Zwelesizwe Primary School)

Furthermore, the HOD said that:

They come to school to check the work if we are on the right track. The subject advisors will be looking for faults. They come to school and ask for our files as they always deal with paperwork. They don't want to go to classes to see what teachers are doing rather they need paperwork (Mrs Mkhize-HOD of Zwelesizwe Primary School).

Findings from the documents reviewed corroborated findings from the interviews as it was evident in the logbook entries and minute books from the schools and district office that subject advisors do visit and monitor teachers' work. Mkhwanazi (2007) indicates that supervision is a process of refining the efficiency of teaching using an on-going review of

teaching programmes. Masuku (2011) also highlights supervision as direct monitoring of instruction which calls for considerable personal contact between the teacher and the instructional leaders.

Weber's (1996) five domains model (assessing the instructional programme) states that teacher's work need to be monitored so as to identify challenges and also to be able to improve instruction. Instructional supervision need to be effective in order to develop teachers and also for teachers to be accountable as professionals.

To conclude this theme, for teachers to be effective in their instruction they need support from the subject advisors through the supervision of their work. Furthermore, subject advisors also need to be highly committed and competent to manage to give the required support to the teachers in supervising their work.

4.2.1.6 Subject advisors give feedback to the teachers

There was general view from the participants that subject advisors after supervising teachers' work, give feedback to the teachers. Commenting on the issue, one subject advisor said:

I do follow-up workshop to check if teachers are doing assessment as per Department of Education's requirement and I then give feedback to the teachers and tell them where they are doing well and also where they need to improve (Miss Cele-Technology Subject Advisor).

Another participating subject advisor said:

Teachers working for the Department of Education for ages will know what to do in class. But there is a need that I also go back to schools and see if they are doing it correctly and tell them where they need to improve (Miss Dlomo-Natural Science Subject Advisor).

Teachers at Moon Primary School when they were asked how subject advisors give them feedback on their work had this to say:

Normally they give feedback to the management team but if they see a need they call us as teachers and explain what they think it is not clear (Mrs Mthembu-Teacher of Moon Primary School).

The HOD of the same school said:

When they come and find that there is gap somewhere in the way we do things they write a report of what they have found and promise to come back (Mr Govender-HOD of Moon Primary School).

The principal at Zwelesizwe Primary school said:

They sit at the office and ask for teachers' work and they then call the school management and give them the feedback (Mr Zulu-School Principal of Zwelesizwe Primary School).

The documents reviewed from both schools which include logbook entries and minute books revealed that subject advisors give feedback to the teachers. Subject advisors indicated in both school's logbooks that they came and also they highlighted areas that needed to be attended too but mostly with both schools they were very happy with the assessment task completed per term per phase and per grade.

It was indicated in the minute book of the meeting held on the 12/02/14 at Moon Primary School by the foundation phase teachers together with their HOD that challenges teachers encounter when introducing IsiZulu in the foundation phase were discussed and this was done after the subject advisors came and found that they were challenges. Blasé and Blasé (1999) also highlight providing feedback to the teachers as important to improve teaching and learning in schools.

Weber's (1996) model of instructional leadership on the domain (observing and giving feedback) concur that giving feedback to the teachers is important in improving instruction. Therefore, among all instructional development efforts, giving feedback is important as it helps teachers improve on their work and also helps to have effective schools. It is also very important that when subject advisors give feedback to the teachers, they need to critic them in a very positive way so that teachers will not have a bad attitude towards them as some of the teachers and subject advisors in the study commented on the issue of teachers negative attitude towards subject advisors.

To conclude this theme, subject advisors need to give feedback to the teachers after supervision of their work so that they will know their strong points and also where they will need to improve.

4.2.1.7 Subject advisors communicate with teachers

Findings from subject advisors advised that communication with teachers was important. They mentioned that they call teachers for the meetings using circulars. They further pointed out that teachers need to use the new technology to communicate with them especially when they need support as they will not have time to visit all the schools. One subject advisor said:

My school visits are based on the need not that I just want to go and see teachers, the need should determine the visit. We sometimes say let's be the agent of change you receive the call then you act on the call (Mr Nzimande-Mathematics Subject Advisor).

Another subject advisor also said that:

Teachers need to feel free to give us a call or even send us an SMS when they encounter challenges in their teaching (Miss Dlomo-Natural science Subject Advisor).

Most of the teachers at Moon Primary School when they were asked how subject advisors communicate with them, pointed out that they call them for the workshops and they also use circulars. Mrs Ferguson a teacher at Moon Primary School said “*They send us circulars and also call teachers for the workshop*” The following was also said by an HOD at the same school:

Normally they communicate with us using circulars and they sometimes call us for the meeting as SMT's to communicate important things (Mr Govender-HOD of Moon Primary School).

The HOD at Zwelesizwe Primary School said:

They communicate with us using circulars and sometimes they come to school and ask for SMT's or the school principal (Mrs Mkhize-HOD – Zwelesizwe Primary School).

Documents reviewed in schools and also at the district office included circulars and minute books revealed that subject advisors send circulars to the schools to communicate information to the teachers. There were circulars in schools and also at the district office that were from the subject advisors to the teachers. It was also evident in the circulars that teachers were

being invited to the workshops by the subject advisors. There was also evidence from the circulars and the minute book that teachers used to call the meetings for teachers to give feedback after attending the workshops. Spillane (2010) highlights the importance of communication is a way of sharing information. Communications happen so that work gets done (Postholm, 2012).

Weber's (1996) model of instructional leadership (defining/ understanding the school goal) highlights the importance of communication that instructional leaders need to communicate with teachers the instructional goal so that teachers will know exactly what they need to do. Subject advisors need to communicate with teachers' information so that teachers will manage to do their work.

To conclude this theme subject advisor need to communicate with teachers through circulars, regular meeting with the teachers, school visits and all other available means of communication. This is to say, for effective instructional leadership in schools to be successful; there must be an open form communication between the teachers and subject advisors.

4.2.2 Challenges subject advisors encounter when developing teachers

The findings from the data seemed to indicate that there were challenges and they are discussed below and there are: insufficient human and material resources, inadequate trained staff, teacher's attitudes towards subject advisors, shortage of staff (subject advisors and teachers), subject advisors and teachers' expectations, insufficient time given to the subject advisors to workshop teachers and lack of open/ proper communication.

4.2.2.1 Insufficient human and material resources

Most participants in the study mentioned resources as the main challenge the subject advisors encounter when developing teachers. Commenting on the issue one subject advisors said:

Another challenge is the resources like textbooks and science laboratories. Our policy statement asks us to do practical activities and we cannot do practical activities when there are challenges of resources, but I believe the main resource is the teacher (Mr Nzimande-Mathematics Subject Advisor).

Another subject advisor responded to the same questions as follows:

The huge challenge we encounter is resources. Resources are not on our side, Technology requires that we have a toolbox which we do not have and we end up theorising something that has to be practical (Miss Cele- Technology Subject Advisor).

In addition another subject advisor said:

The first challenge we encounter is the resources. The Department of Education sometimes sends documents that will not cater for all the teachers. And also as subject advisors we need resources like computers, printers, photocopying machines and photocopying papers and most of us do not have those resources and it is difficult to work. The Department of Education cars also are very few so it is not easy for us to do school visits (Miss Ngubane- Social Science Subject Advisor).

Similar view was echoed by the HOD of Moon Primary School.

Lack of resources is one of the challenges subject advisors encounter. The Departments of Education sometimes fails to supply all the teachers with the CAPS documents and the scarcity of resources makes it very difficult for teachers to work (Mr Govender-HOD of Moon Primary School).

Another teacher at Moon Primary School said:

Resources are a problem to subject advisors as most teachers always complain that they do not have CAPS documents (Mrs Mthembu-Teacher of Moon Primary School).

One teacher at Zwelesizwe Primary School also pointed out shortage of resources as a problem.

Sometimes we do not have the resources because may be a teacher who was teaching that subject will be forced to leave school because of redeployment and they will sometimes leave with the document to the new school and when we ask subject advisors to provide us, they will not have the documents (Mrs Nxumalo-Teacher of Zwelesizwe Primary School).

When reviewing documents, such as textbooks and CAPS documents, findings indicated that teachers did not have all the required resources for the specific subjects there were no learner books and teachers only had teachers guides which they used to make copies for learners' work and other teachers said they have not received the CAPS document for a particular subject. Datnow, Hubbard and Mehan (2002) highlights that public schools are failing to meet social expectations as they lack of resources in the public schools. Bush (2013) also pointed out that leading school to develop where there are challenges of shortage of essential materials like documents, physical resources and other resources is a challenge.

Weber's (1996) model of instructional leadership (leaders promoting positive learning climate at school) also indicates that the availability of resources promotes teaching. Data generation revealed that resources were the challenge the subject advisors encountered as there was scarcity of resources and it was not always easy to work under those conditions.

In conclusion to this theme subject advisors need to ensure that schools have necessary resources to produce learners who are equipped with necessary skills. The Department of Education also has to be pro-active in knowing the importance of having necessary resources in schools.

4.2.2.2 Inadequately trained staff

The responses from both the teachers and subject advisors revealed that inadequate proficient staff remained a challenge to subject advisors. One subject advisors said when commenting on the issue of inadequate trained staffs:

You find that you train the teacher on the content or whatever topic that you might choose and only to find that the following year the teacher you trained is no longer teaching the subject, it becomes a problem and schools do not inform us when there is a new teacher teaching the subject (Miss Cele- Technology Subject Advisor).

Another subject advisor stated that:

Teachers do not attend workshops and when it is time for moderation you find that they are doing whatever and they do not follow the programme of assessment prescribed by the Department of Education (Miss Ngubane – Social Science Subject advisor).

Teachers at Moon Primary had this to say:

Subject advisors do experience challenges as the Department of Education always changes the curriculum and this gives problems to the subject advisors as teachers sometimes resist change and some do not want to even attend the workshops (Mr Govender-HOD-Moon Primary School).

This was echoed by the school principal at the same school when she said:

Subject advisors do encounter problems when they visit schools because it is not always the case where you find that a teacher is teaching a subject which he/she was trained to do at College/ University level (Mrs Moodliar- School Principal of Moon Primary School).

The School principal at Zwelesizwe Primary had this to say:

Some teachers will not know how to do the lesson preparation, the new suggestion from the subject advisors to actually have clear coverage of lesson preparation and that is the problem subject advisors had to encounter (Mr Zulu-School Principal of Zwelesizwe Primary School).

The participants in the study felt that it was a challenge for subject advisors to develop teachers who were not properly trained to teach a particular subject. Among the negative aspects, they cited redeployment of teachers, lack of knowledge of the curriculum and instruction, teachers changing the subject after being trained to go and teach a different subject, teachers not attending workshops. What is emerging from this study is in line with what literature reviewed in chapter two advocates in terms of inadequate training. McEwan (2003) and Bush (2013) highlight lack of training as a challenge instructional leaders' encounter when leading teachers. Hammersely-Fletcher and Orsmond (2005) assert that teachers sometimes reshuffle and change subjects especial at primary school level. Morrow (2007) asserts that constant transformation in the curriculum create challenges for the teachers. Botha and Marishane (2011) assert lack of knowledge and instruction as the challenge instructional leaders' encounter when developing teachers. Teachers who will not know how to do lesson preparation and lesson presentation in class is a challenge to the school and also to the subject advisors as they are the ones that need to deal with that particular teacher. The issues of the teachers not attending the workshops need to be taken

into consideration; subject advisors need to find out from teachers as to why some of them are demotivated to attend the workshops so that they will improve on the way they conduct workshops.

Weber (1996) model of instructional leadership (leaders promoting positive learning climate at schools) indicates that teacher improvement needs supposed to be at school level where teachers would be active participants in formulation of the development programme so as to promote positive learning climate.

It is clear from the above voices and discussion that teachers who are not properly trained to teach a particular subject are a challenge to the subject advisors and also to the Development of Education.

To summarise this theme, for subject advisors to fully develop teachers they also need to consider their school background and also the development needs to be at school level, as the challenges the teachers encounter are not the same.

4.2.2.3 Teacher's attitudes towards subject advisors

Teachers and subject advisors highlighted teacher's negative attitudes as one of the challenges subject advisors encounter. They view the negative attitude that some teachers have against the subject advisors as a challenge and most of them had so much to say. The subject advisors said:

Teachers are lazy to change when you talk to them they will just say "No we are leaving the system and only to find that things are not happening the way you wish

(Mr Nzimande –Mathematics Subject Advisor).

Technology subject advisor said:

When doing school visits, some schools we cannot assess because of the teacher's attitude. They will not allow us to come because they will think we are there to harass or police them. People are not open to somebody else looking and trying to help (Miss Cele-Technology Subject Advisor).

One teacher at Moon Primary School said:

I think teachers do not have a clear understanding of the subject advisors duties. They look at them as people who are there to check for errors
(Mrs Mthembu-Teacher of Moon Primary School).

Mrs Ferguson at the same school said:

Some subject advisors sometimes will not have talking skills, then the lesson will end up boring for the teachers and the subject advisors will not know how to get across to the teachers and they will end up failing to cope with teachers when they start behaving like children (Mrs Ferguson-Teacher of Moon Primary School).

Teachers at Zwelesizwe Primary School also highlighted teachers' attitude as a challenge subject advisors encounter. This is what one teacher said:

Teachers are causing problems for the subject advisors by coming late to the workshops, talking while subject advisors are conducting workshops and leaving the workshops before time (Mrs Ntuli-Teacher of Zwelesizwe Primary School).

The principal at the same school had this to say:

Some teachers have a bad attitude towards subject advisors just because they do not want to change. They will even refuse to attend workshops.

(Mr Zulu-School Principal of Zwelesizwe Primary School)

Participants further alluded to the fact that some teachers displayed negative attitude towards the subject advisors because of their past experiences with a particular subject advisor. Kelchtermans (2005) contends that teachers' attitudes are due to susceptibilities that are caused by organisational conditions of the profession. Subject advisors when dealing with teachers they need to consider good education for the learners and also school improvement because the two are more than feelings. Above all, they need to provide sustained support to the teachers. According to Grossman, Onkol and Sands (2007) it is not easy to change teachers' attitude when the curriculum change is still new. However, according to the same authors there is a need to change the teacher's attitudes. According to Bhengu, Naicker and Mthiyane (2014) the changes in South African education have left many teachers feeling

like they are no longer in control. Subject advisors need to motivate teachers by giving them support and help them face the new challenges.

Weber's (1996) five domains model (positive learning climate) posits that for effective teaching and learning to take place a positive learning climate needs to be created. Learning climate includes structures and cultures within which one works. Subject advisors need to create a positive culture for teachers to display a positive attitude towards them.

Therefore to conclude this theme subject advisors when developing teachers need to understand teachers' situation and also try to improve their attitude in a positive way.

4.2.2.4 Shortage of staff

The shortage of staff which includes both teachers and subject advisors was mentioned by most participants in my study as a challenge to the subject advisors. One subject advisor said:

The Department of Education needs to employ more subject advisors. For example, in our district office in Social Science we have three subject advisors who have 583 schools to visit in 365 days which includes public and school holidays (Miss Ngubane-Social Science Subject Advisor).

This was pointed out by another subject advisor:

Another problem we encounter is that we have too many teachers in the district and few subject advisors. Teacher to subject advisors ratio is a challenge. We run around and do other functions within the department which are not our core functions because there is a shortage of staff (Miss Cele-Technology Subject Advisors).

The HOD at Moon Primary School also commented on the same issue when he said:

Another challenge is lack of teachers especially now that the Department of Education is no longer employing new teachers in the system and teachers have to be changed especially at primary school and do subjects that they were not trained to do (Mr Govender-HOD of Moon Primary School).

Similarly school principal at Zwelesizwe Primary School shares the same sentiment when he said:

Lack of teachers is another challenge subject advisors encounter especially teachers who are good in Mathematics as teachers are now leaving the system before the retirement time (Mr Zulu-School Principal of Zwelesizwe Primary School).

From the responses above, we can see that the shortage of teachers and subject advisors is a problem. According to Ingersoll (2001) poor school performance is due to incompetence of qualified teachers teaching in those schools. The department of education is trying by all means to give attention to other educational problems but it is still failing to ensure that all schools are staffed with qualified teachers especially in the deep rural areas. Ingersoll (2001) also highlights that school staffing is a problem and that is due to the large numbers of qualified teachers that depart the system for other reasons besides retirement. Little (2004,p.5) argues that there could be many reasons that could lead to the shortage of teachers which include mobile schools, redeployment of teachers, absenteeism which is high, decline of learner and teacher numbers. Benveniste and McEwan (2000) assert that teachers leave the profession due to teaching learners of diverse ages and abilities. It is apparent that teachers and subject advisors rely on the Department of Education to employ more staff.

Weber's (1996) model of instructional leadership (leaders promoting a positive learning climate) highlights the importance of human resources in creating positive learning climate at a school level. Subject advisors as well as teachers are important in promoting effective instruction in schools. The shortage of staff which includes subject advisors and teachers will hinder the promotion of a positive learning climate.

To conclude this theme, therefore the study suggests that the Department of Education need to employ more staff so that they will be no shortages of subject advisors and teachers.

4.2.2.5 Subject advisors and teachers' expectations

Teachers and subject advisors were complaining of the load of work the Department of Education expect teachers and subject advisors to do. The subject advisor said:

As subject advisors for Technology in our district we have more than six hundred schools and yet we are only two Technology subject advisors (Miss Cele-Technology Subject Advisor).

Another Subject advisor said:

Foundation phase has only three grades which is grade 1, 2 and 3 while FET phase also has three grades which are grade 10, 11 and 12. We have two phases Intermediate and Senior phase. Intermediate has grade 4, 5 and 6 while senior phase has grade 7, 8 and 9. When we do planning we do for both phases which is too much (Miss Ngubane-Social Science Subject Advisors).

Similarly the HOD at Moon Primary School also complained about the workload when he said:

As HODs there is lot of paperwork that the Department of Education expects us to do. We supposed to monitor teachers' work which includes files, learners' exercise books and also moderate assessment papers (Mr Govender-HOD of Moon Primary School).

Furthermore, teachers at Zwelesizwe Primary complained about the load of work. One teacher had this to say:

Subject advisors when they come to school need lot of paperwork. Teachers are complaining about the paperwork which is too much and they have to spend more time doing the paperwork instead of teaching (Mrs Mkhize-HOD of Zwelesizwe Primary School).

In addition another teacher from the same school said:

Subject advisors when they come to school they want to check learner's exercise books to check whether all the activities per term are completed and also to check our files. They are only concerned with the paperwork (Mrs Nxumalo-Teacher of Zwelesizwe Primary School).

Document reviewed which is minutes book from both schools and the district office and also the log book entries corroborated findings from the interviews that subject advisors expect

teachers to do lots of work especially paperwork. Teachers in their meetings discussed the assessment task to be covered per term, per subject and per grade. They also discussed dates when the assessment files, lesson preparations and assessment papers are to be sent to the HOD's together with learners' books for supervision and moderation. The following dates and documents were requested by the subject advisors when they came to for the school visit. Subject advisors have a year programme that they need to follow and there are lots of schools they have to visit and yet they are few subject advisors as it emerged from the study. Botha and Marishane (2011) highlight that the Department of Education's expectation is another challenge teachers and subject advisors encounter.

Weber's (1996) fifth domain (managing curriculum and instruction) asserts that the primary task of schooling is instruction and that instructional leaders need to manage curriculum and instruction. Subject advisors and teachers' workload need to be revisited.

To conclude this theme, therefore the amount of work given to the teachers and subject advisors needs to be considered. It is also important to come up with more ways of reducing paperwork and also to employ more staff so as to have effective schools.

4.2.2.6 Insufficient time given to the subject advisors to workshop teachers

All the participants in the study indicated that the time given to the subject advisors to workshop teachers' was not sufficient. One subject advisor said:

As subject advisors we can only train teachers from 12h00 until 14h30 because after that teachers will want to leave. The time from 12h00 is stipulated by the Department of Education. We only see teachers for three hours and that is not sufficient as we are expected to train them to understand concepts, content and assessment (Miss Cele-Technology Subject advisor).

Social science Subject advisor shared the same sentiments with Miss Cele when she said:

The Department of Education only allows us to spend like three hours with teachers in the workshops when developing them and that time is not sufficient. When we were trained as subject advisors it took five days starting from 8h00 until 17h00 but for teachers who will implement the new

curriculum it is only 3 hour and time is the challenge we encounter when developing teachers (Miss Ngubane-Social Science Subject advisor).

Similarly another subject advisor said:

Time is the challenge we encounter as subject advisors. The time given to develop teachers especially in the workshops is not sufficient. Some teachers need more time so that they can ask for clarity on things they do not understand (Miss Dlomo-Natural Science Subject Advisor).

In addition to the above responses all the teachers that I talked to were of the opinion that there was insufficient time given to them when CAPS was introduced and it was still new to them and they were still struggling. The School principal at Moon Primary School said:

Teachers need to be given sufficient time for development especially at the workshops so that they will be fully developed. Teachers sometimes encounter challenges in their teaching because they were not given sufficient time with subject advisors (Mrs Moodliar- Principal of Moon primary School).

Similarly teacher at Zwelesizwe Primary School had this to say:

Subject advisors do not have sufficient time with us they call us once per year for the workshop. We are not given sufficient time to pose questions. Subject advisors when explaining content to the teachers they do not go deep in explaining because they do not have sufficient time and teachers will be rushing for other commitment.

(Mrs Nxumalo-Teacher of Zwelesizwe Primary School)

School principal at the same school had this to say:

In terms of developing teachers we need more and more time to develop teachers. We need to have more workshops and even during holidays, so that subject advisors will have sufficient time with teachers (Mr Zulu- Principal of Zwelesizwe Primary School).

It is clear from the above voices that they were unanimous about the importance of giving sufficient time to the subject advisors to workshop teachers. They required more time so that

teachers will have enough time to ask questions where they encounter challenge. According to Bhengu and Mkhize (2013) the aim of the workshop is to help professionally practicing teachers. The same study highlighted that the workshops need to be given more time.

Weber's (1996) fifth domain (managing curriculum and instruction) asserts that to manage curriculum and instruction instructional leaders need to know about instructional methods and trends. Teachers need to know instructional methods so that they could manage to be effective in their teaching if they are not given enough time at the workshops they would not manage to know the instructional methods and trends.

To conclude this theme the subject advisors need to motivate teachers to see the importance of attending workshops organised specifically for them, and sufficient time needs to be given to the workshops organised for the teachers.

4.2.2.7Lack of open/proper communication

Another challenge that emerged from the data was communication which was underlined as the role of subject advisors and all the participants in the study also indicated that communication between the subject advisors and the teachers need to be improved. A Technology subject advisor had this to say:

Another challenge we encounter especially with deep rural schools is communicating information to them because they do not have landline telephones, fax machines and emails. Sometimes they will not have the signal in the area for you to communicate with them using new form of communicating (Miss Cele-Technology Subject Advisor).

Likewise, the Social science subject advisor said:

We sometimes create an electronic document to communicate with teachers but some teachers do not have access to the internet especially in the deep rural school so for them you have to print the document (Mrs Ngubane-Social Science Subject Advisor).

Similarly an HOD at Moon Primary School said:

Technology has improved nowadays and subject advisors need to use the new form of communicating with the teachers so that they receive the information on time
(Mr Govender-HOD of Moon Primary School).

In addition another HOD at Zwelesizwe Primary School had this to say:

Subject advisors need to improve the form of communicating with the teachers because circulars sometimes come late at school level than it becomes a challenge
(Mrs Mkhize-HOD of Zwelesizwe Primary School).

It emerged from the responses of the subject advisors and teachers that open communication is important. Armstrong (2009) also highlights that open/ proper communication is important. Subject advisors as instructional leaders need to use different forms of communicating when working with teachers.

Weber's (1996) model of instructional leadership (leaders promoting positive learning climate) posits that communication is important in creating positive learning climate.

To conclude the theme subject advisors need to focus on promoting positive learning climate in schools as it has positive effect on teaching and learning by having open communication with the teachers.

4.2.3 Subject advisors and how they navigate challenges they encounter

Teachers and subject advisors in the study had different views on what they thought needed to be done to navigate challenges subject advisors encountered when developing teachers. Their views were: availability of material resources, availability of human resources, providing sufficient time for teacher development, promoting positive relationship, and formulation of cluster and teacher empowerment.

4.2.3.1 Availability of material Resources

Subject advisors' role of providing resources was indicated as important in the study and teachers and subject advisors who were part of the study also highlighted that when resources were unavailable it created a challenge for the subject advisors. One subject advisor alluded on this issue when she said:

Department of Education need to provide us with relevant resources, like computers, printers and photocopying paper. We need those resources to make the way easy and also to be able to give teachers important information
(Mrs Ngubane-Social Science Subject advisor).

Contrary to what the above subject advisor said, Technology subject advisor had this to say:

In case of resources I always use available resources and I encourage teachers to do so and if it is a project I even tell them to use available recyclable materials. We cannot sit and do nothing because resources are not there but we need to improvise so as to get work done (Miss Cele-Technology Subject advisor).

One teacher at Moon Primary School who is also an HOD at the school alluded to the issue of computers when he said:

If maybe the subject advisors can have a websites where teachers of a particular subject in a particular grade or phase can be able to assess whatever important information about a particular subject (Mr Govender-HOD of Moon Primary School).

This implies that subject advisors as well as teachers, value the importance of resources and they indicated that if subject advisors and teachers could have the necessary resources they can manage to navigate the challenges they encounter when developing teachers. Literature reviewed also alluded to the availability of resources as important. Brinkerhoff's (2014) study also asserts that resource barriers or challenges may relate to quantitative issues such insufficient computers, insufficient photocopying machines and other important resources. Masuku's (2011) study in Zimbabwe highlights the following materials as lacking in Zimbabwe schools which include textbooks, pens, maps, charts and other useful materials. Subject advisors need to ensure that necessary resources are available so that they will manage to equip teachers with necessary skills so that they will be effective in their teaching and learning.

Weber's (1996) model of instructional leadership (leaders creating positive learning climate) asserts that instructional leaders need to be resource providers. Subject advisors need to provide teachers with necessary resources so as to create positive learning climate in schools.

To conclude this theme provision of resources is important as it creates positive learning climate in schools. Therefore, subject advisors as instructional leaders need to note that though they are not school-based like teachers, they also have a role of creating a positive learning climate in school by ensuring that schools have necessary resources.

4.2.3.2 Availability of human resources

Most of the participants in the study alluded to the issue of employing more teachers and subject advisors as a solution to the challenges subject advisors encounter when developing teachers. Social Science subject had this to say:

If the Department of Education can employ more subject advisors as I have mentioned that in our district we are only two, and give us more KZN government cars (Mrs Ngubane-Social Science Subject Advisor).

Similar solution was given by the HOD at Moon Primary School when he said:

The government must employ more subject advisors so that they can help improve teaching in schools as teachers sometimes end-up teaching subjects that they were not trained to teach (Mr Govender-HOD of Moon Primary School).

The literature reviewed alluded on the issue of providing human resources. Mbatha (2004) asserts that teachers are the schools' most valuable resources that help to create conducive environment for teaching and learning to take place.

Weber's (1996) model of instructional leadership (leaders promoting a positive learning climate) asserts that instructional leaders need to promote positive learning climate at school by providing teachers with educational resources.

To conclude this theme schools and district office need to have important human and material resources to support schools.

4.2.3.3 Providing sufficient time for teacher development

All the participants that participated in the study indicated that sufficient time for teacher development was important. This complaint of time came both from the teachers and subject advisors who were the participants in my study. They felt that the time given to teacher development was not enough especially when teachers attend workshops. One subject advisor had this to say:

As I have said that some challenges are beyond our control, for example time. The Department of Education needs to give us sufficient time especially when conducting workshop with the teachers. School developments also need to be prioritised (Miss Cele-Technology Subject Advisor).

This is what another subject advisor said in this regard:

For me I would like the Department of Education to give us more time maybe once a day per subject within the circuit, we start at 9h00 and finish at 15h00 (Miss Ngubane-Social Science Subject Advisor).

Similarly teachers at Moon Primary School also raised the issue of sufficient time as important. One teacher who is an HOD at the school said:

The Department of Education needs to give subject advisors more time to train teachers especially at the workshops (Mr Govender-HOD of Moon Primary School).

Same sentiments were shared by the school principal of the same school when he said:

I will say continuous meetings with the teachers are important. Teachers need to be given enough time for development, especially at the workshops (Mrs Moodliar-Principal of Moon Primary School).

The school principal at Zwelesizwe Primary School when he was asked how the subject advisor can navigate the challenges they encounter when developing teachers he responded by saying:

In terms of developing teachers we need more and more time developing teachers at the workshops. Workshops may be monthly and they may be in the form of clusters (Mr Zulu-School Principal of Zwelesizwe Primary School).

Documents reviewed in schools and also at the district office which includes circulars and minute books revealed that the time given to teacher development was not sufficient. The starting time for example for the workshops was late and teachers were not given sufficient time at the workshops. Steyn (2000) assert that teachers need to be given more time renewing their knowledge. Supovitz and Poglinco (2001) posit that the aim of teacher development is to lead to change which will impact on the learner outcomes and according to both authors teacher development need to be given sufficient time. Blasé and Kirby (2000) also highlight effective use of time as important.

Weber's (1996) fifth domain (managing curriculum and instruction) asserts that for instructional leaders to manage instruction in schools they need to be given sufficient time in managing instructional programmes. Subject advisors need to be given more time with teachers at the workshop as indicated in the study so as to be able to manage curriculum and instruction.

To conclude the theme, subject advisors need to ensure that instructional programmes such as workshops support the achievement of school goal by giving them sufficient time.

4.2.3.4 Promoting positive relationships

Subject advisors and teachers touched on the issue of teachers' attitude as a challenge subject advisors encounter when developing teachers. Therefore it is important for subject advisors to create a positive relationship with the teachers and also to engage in continuous teacher development that originates in a school. One subject advisor said:

But I think what is important is that as subject advisors we need to work hand-in-hand with the teachers in giving them content that has to be covered per term and also the number of task to be assessed per term and maintain a positive relationship with teachers (Miss Cele-Technology Subject Advisor).

Another subject advisor said:

I need to improve their working skills. I must also have a year plan as per curriculum and give them. Tell them about the content within the policy of the curriculum (Miss Ngubane-Social Science Subject Advisor).

From the responses above, we can see that creating a positive relationship with teachers will help subject advisors change teachers' negative attitudes. Ghaith and Yaghi (1997) assert that teachers with high sense of individual teaching efficacy are more likely to implement educational innovations. Southworth (2008) asserts that teachers need sympathetic and supportive intervention from instructional leaders. Masuku (2011) highlights the importance of creating a positive climate and according to the same author school climate also include the behaviour of all the stakeholders.

Weber's (1996) model of instructional leadership (leaders promoting positive learning climate) posits that there needs to be a positive learning climate in schools. Subject advisors need to have positive working relationships with teachers in order to manage to promote a positive learning climate at school level. Subject advisors need to work hand in hand with the teachers and teachers need to be able to respond positively to the subject advisors instructions and expectations.

To conclude this theme, teachers need subject advisors to help them create positive learning climate in schools by giving them support and also by providing them with necessary resources so that they will manage to have effective schools.

4.2.3.5 Formulation of clusters

It emerged from the responses of the participants that formulation of cluster is another way of navigating challenges subject advisors encounter when developing teachers. One subject advisor said:

As I have mentioned the use of clusters is an effective way of developing teachers as I manage to mitigate some of the challenges they encounter in the teaching (Miss Cele-Technology Subject Advisor).

This view was corroborated by the teacher at Moon Primary who commented by saying:

I think also the formulation of cluster groups can help because they will be dealing with few teachers (Mrs Mthembu-teacher of Moon Primary School).

Documents reviewed corroborated findings from the semi-structured interviews as there was proof in the logbook entries that subject advisors came and meet with the cluster group and also common assessment papers for each term were there as proof that subject advisors do organise clusters. At the district office subject advisors had programmes that they follow to monitor the cluster groups and they also had documents organised for the teachers working in a cluster group. Literature reviewed alluded on the importance of formulating clusters. Bamberg (1994) asserts that clusters are there to align and integrate school improvement initiatives so as to improve instruction in schools. Smith (2001) posits that successful clusters produce better ideas.

Weber's (1996) five domains model (managing curriculum and instruction) asserts that subject advisors need to know content and also have necessary skills so as to be able to help teachers.

To summarise this theme, support training in clusters and the district is a necessity as teachers need moral support and suitable strategies for teaching. Therefore, subject advisors need to ensure that schools formulate and take part in the cluster groups.

4.2.3.6 Teacher empowerment

The participants in the study were in agreement that teacher empowerment was important. They shared the same view that empowering teachers includes providing them with opportunities to develop and also giving them decision making autonomy. This was clearly illustrated by one subject advisor who said:

What we normally do as subject advisors especially in case is, at the beginning of the year or towards the end we call teachers it is normally called orientation meeting or training workshop. We unpack the content according to the subject like the structure of technology how it is supposed to be taught at that time we explain the assessment requirements and all that is needed for the subject (Miss Cele-Technology Subject Advisor).

Such a point was also echoed by another subject advisor when she said:

There is an orientation workshop for the new recruits of teachers which it is compulsory to attend. The first time teachers must be empowered and given the relevant document,

relevant template, they must also familiarise themselves with the documents

(Miss Ngubane-Social Science-Subject Advisor).

The teacher at Moon Primary School shared similar sentiments with the subject advisor when she said:

As I have said with the previous question, the clear understanding of the duties of the subject advisors is important, it can reduce challenges the subject advisors encounter. As a result some teachers do not attend workshops because they think they will be asked something they do not have (Mrs Mthembu-Teacher of Moon Primary).

Findings from the semi-structured interviews indicated that empowering teachers is another way of navigating challenges subject advisors encounter when developing teachers. Literature reviewed also eluded to the issue of teacher empowerment. Botha and Marishane (2011) posit that an instructional leader can exercise positive influence over teachers' effectiveness in teaching and learning by empowering the teacher.

Weber's (1996) five domains model (managing curriculum and instruction) asserts that instructional leaders need to be clear about instructional methods and be able to find gaps in teacher's presentation of the lesson and be able to provide valuable advice and priorities for improvement.

To conclude this them, subject advisors need to support the teachers by giving them necessary information that will empower them to be effective in their teaching and learning.

4.3 Chapter summary

This chapter has absorbed presentation and discussion of data where subject advisors and teachers who were participants in the study displayed their views on what they think are the roles of subject advisors in developing teachers and the challenges subject advisors encounter when developing teachers and how they mitigate the challenges they encounter when developing teachers. Most participants were willing to share their perceptions with me, without being probed to do so. The findings were also discussed in this chapter. These findings reveal that participants understand the roles of subject advisors and the challenges they encounter. The recommendations formed from the findings, as well as the need for

further research on subject advisors' instructional leadership will be focal point of the following chapter.

CHAPTER FIVE

THE STUDY SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The preceding chapter presented a discussion on the findings of the study. The broad purpose of this study was to explore how subject advisors as instructional leaders lead, develop and support teachers in schools. The present chapter presents a chapter summary, conclusions and recommendations of this study. The format of the discussion is such that themes are used as sub-headings in order to ensure that findings in Chapter Four speak to the conclusions and recommendations in this chapter.

5.2 Study summary

This study comprised of five chapters and these are:

Chapter One was the overview of the study and provided the background and the rationale of the study. The aims, objectives and critical questions that directed the study were also provided. Additionally, this chapter provided details of some terms used in the study. The chapter also briefly delineated the research design and methodology of the study. Limitations and demarcation of the study were debated and organisation of the study was presented.

Chapter Two focused on the evaluation of relevant literature regarding subject advisors and their roles as instructional leaders. It also discussed the challenges they encountered when developing and supporting teachers.

Chapter Three, dealt with a comprehensive clarification of the research design, methodology, methods of data generation and analysis procedures that were followed in carrying out the study.

Chapter Four was the presentation of data, analysis and clarification.

Chapter Five presents the study summary, conclusions and endorsements of the study.

This study has managed to address the issue of subject advisors' involvement in instructional leadership by looking at the roles of subject advisors in developing teachers and the challenges they encounter and how they navigate the challenges. The study has used

qualitative case study of four teachers per participating school in the Umlazi District with four subject advisors specialising in the same subject as teachers. The main purpose of looking at the roles of subject advisors was to inform teachers about how subject advisors can be utilised to advance their teaching in the classroom.

5.3 Conclusions

In presenting the conclusions, questions from chapter one are paraphrased and each research question is addressed in detail

5.3.1 What are the roles of subject advisors in developing teachers?

It has emerged from the data that subject advisors provide instructional leadership at school level by demonstrating lessons to the teachers and also by monitoring and reporting curriculum implementation. Teachers from both schools indicated that subject advisors provide instructional leadership by visiting schools to check the paperwork; by advising teachers on curriculum and assessment practices; monitoring and reporting implementation of the curriculum in schools; helping teachers' manage content and assessment according to the new structure. The documents reviewed also revealed that subject advisors provide instructional leadership as there were programmes that subject advisors organise for teachers who are new in the field and also for teachers who encounter challenges in their teaching.

It can be concluded from the above findings that subject advisors provide instructional leadership to improve the eminence of teaching and that this role is very important as it helps school principal to manage and to have effective schools with effective management of instruction.

The data indicated that subject advisors provide resources to the teachers and some of the resources that they provide to the teachers are from the Department of Education such as the CAPS documents. Subject advisors that took part in the study said that they sometimes shared resources with teachers such as lesson preparation samples that they have developed and PowerPoint presentation that they have used with the other classes. The role of providing resources is important as availability of resources in a school situation create conducive environment for teaching and learning.

It can be concluded from the findings that the role of providing resources is important as it makes teachers' work to be easier and teachers also become more effective in their teaching.

According to the findings, it has emerged that subject advisors develop teachers through the conducting workshops, visiting teachers in their schools and also through the formulation of clusters. Documents reviewed also revealed that subject advisors develop teachers as there was proof in the logbook entries and also in the minutes book that subject advisors visited schools to develop teachers. Schools also wrote common papers which were formulated in the cluster meetings. There were circulars from the subject advisors inviting teachers for the workshops.

It can be concluded from the above findings that although most of the participants indicated workshops, visiting schools and also formulation of clusters as the way subject advisors used to develop teachers, other teachers only indicated workshops and they even highlighted that they were not sufficient as they were insufficient time at the workshops. Therefore, teacher development was important and needed to be done in various ways so to equip teachers with necessary skills so that they will be effective in their teaching.

The findings in the previous chapter seemed to suggest that subject advisors support teachers by working hand- in- hand with them, consulting and providing an enabling environment at school level through school visits, class observations, cluster meetings and consultation.

It can be concluded from above findings that teachers need support especially when a new curriculum is introduced so that they will know what expected by the department of education is. If teachers are not supported, they will lose confidence of not knowing exactly what to do.

The findings from the data seemed to suggest that subject advisors supervised or monitored teachers' work to check if it is done, and also if it is done according to what is expected by the Department of Education. The reasons for supervising or monitoring teachers' work were highlighted by the subject advisors. Documents reviewed such as logbook entries and minute books reveal that subject advisors monitor teachers' work.

It can be concluded from the above findings that supervising teacher's work was important as it helps to identify the challenges teachers encounter when teaching. It also helped monitor if teachers were doing what was expected of them by the Department of Education.

Teachers in this study highlighted that subject advisors when giving feedback to them they normally gave the feedback through the school management. The documents reviewed which included minute book showed that teachers had to sit with an HOD to discuss the challenges they encounter in their teaching.

It can be concluded from the above findings that it is very important to give feedback to the teachers and not only to the management, especially where they are challenges teachers encounter in their teaching.

It can be concluded from the above findings that it is very important to give feedback timeously to the teachers and not only to the management, especially where they were challenges so that teachers would know exactly where they needed to improve.

Subject advisors in this study painted the meaning of using the new technology to communicate with teachers so that teachers will get the message on time. Circulars and telephones were old methods of communicating and were unreliable.

It can be concluded from above findings that in communicating with teachers, information was very important and it is important that teachers always obtain the information on time. Therefore the forms of communicating need to improve with technology so that it will make it easy for subject advisors to work with teachers.

5.3.2 What are the challenges subject advisors encounters when developing teachers?

Findings indicated the following as challenges that subject advisors encounter when developing teachers: insufficient human and material resources, inadequate trained staff, teachers' attitude, shortage of staff subject advisors and teachers, district (subject advisors) expectation, insufficient time given to the subject advisors to workshop teachers and lack of open communication.

What emerged from the study was that resources which include material and human resources were insufficient and that they were challenges that subject advisors encounter when developing teachers. Material resources as indicated in this study make it easy for teachers to do their work. Teachers also are the most valuable resource for teaching and learning to take place and where there is insufficient number of teachers in a school situation it will hinder effective teaching taking place.

It can be concluded from the above findings that there needs to be sufficient materials and human resources. Teachers need to be recruited and assigned to schools. Subject advisors need to ensure that schools have sufficient resources for teaching and learning to take place.

According to the data presented, it emerged that inadequately trained staff was a challenge subject advisors encounter. The responses from both teachers and subject advisors indicated the following as the basis of inadequate trained staff; redeployment of teachers, teachers not attending workshops and teachers especially at primary school changing subjects teaching subjects that were not trained to teach.

It can be concluded that subject advisors needs to have programmes organised particularly for inadequately trained teachers and they need to make schools to be aware these programmes so as to help identify teachers and inform them about these programmes.

Both subject advisors and teachers in this study indicated that teachers 'negative attitude towards subject advisors caused by various factors including the perception from some teachers that other subject advisors were not knowledgeable about their subject specialisation, was a challenge that subject advisors encountered.

It can be concluded from the above findings that subject advisors needed to create positive working relationship with teachers so that teachers will accept them and the changes they bring to them. They need to work very hard to change the hearts and the minds of the teachers by addressing the needs identified by teachers.

This study has found that subject advisors and teachers in the study complained about the shortage of staff which includes both teachers and subject advisors. The shortage of staff is a challenge in that it leads to overloading of work both for the teachers and for the subject advisors.

It can be concluded from the above findings that for schools to be effective, they need to have sufficient staff so that teachers and subject advisors would not be overloaded with work.

According to the data presented, it emerged from the study that subject advisors and teachers are expected to do more work and it becomes a challenges as there is a shortage of staff for both teachers and subject advisors. Workload as indicated in the previous theme is the challenge subject advisors encounter. Teachers in the study complained about the paperwork

which is too much. Subject advisors also said they end up doing work which they were not employed to do because of what the Department of education is expecting them to do

It can be concluded from the above findings that subject advisors needed to provide teachers with more information so that teachers will not spend too much time on the paperwork. They need to make work easy for the teachers by providing them with detailed information so that they would have more time teaching learners in class.

This study has found that time given to the subject advisors to workshop teachers was not sufficient. Participants in the study complained about the time saying that teachers are not given sufficient time at the workshop. They do not have time to even ask questions when they encounter challenges.

It can be concluded from the above findings, that developing teachers was important especially when a new curriculum was introduced so that teachers would know exactly what they need to do. Giving teachers sufficient time at the workshops would allow them time to spend with the subject advisors so that they would manage to ask questions and seek clarity on things they do not understand.

The findings indicated that teachers and subject advisors complained about the form of communication between them and the subject advisors. Sometimes teachers get the circulars late because they get delayed and the participants need the forms of communication to improve so that teachers will receive the information on time.

It can be concluded from the above findings that for subject advisors to create positive learning environments they need to use new and effective forms of e communication so that teachers would manage to get the information on time and be able to respond positively.

5.3.3 How do subject advisors navigate challenges subject advisors encounter when develop teachers?

The main findings on how subject advisors navigate challenges they encounter as they develop teachers include making materials and human resources available, providing sufficient time for teacher development, promoting positive working relationship with the teachers, formulation of clusters and teacher empowerment. What emerged also in the data was that some of the challenges subject advisors encounters were beyond their control. For instance the provision of material resources like CAPS documents which are from the

Department of Education, human resources, and time given to the subject advisors to workshop teachers.

It can be concluded from the above findings that subject advisors needed to work with teachers in creating conditions in schools by providing sufficient time for teacher development; promoting positive working relationship with teachers; formulating clusters and empowering teachers.

5.4 Recommendations

Generally, recommendations are informed by the conclusion, and basis of the findings and conclusions made. There are seven recommendations that are made in this study. They are directed to the Department of Education, Subject advisors, teachers and the school management.

5.4.1 Recommendations One

Findings revealed that subject advisors provided instructional leadership in schools and therefore the study recommends that schools need to be informed of this subject advisor's role so as to allow subject advisors to come to the classes and demonstrate lessons to the teachers and also to give support to them.

5.4.2 Recommendation Two

Recommendation directed to the Department of Education. The provision of resources especially the CAPS documents is the responsibility of the Department of Education so they need to ensure that they have sufficient resources to cater for all the teachers.

5.4.3 Recommendation Three

It has emerged from the data that subject advisors develop teachers and they develop them through school visits, workshops and clusters. It is recommended that subject advisor be given sufficient time at the workshop developing teachers so they would manage to have effective teachers.

5.4.4 Recommendation Four

Findings revealed that subject advisors support teachers in schools. It is recommended that the support subject advisors provide to be focused at school level so as to help individual teachers in their individual school.

5.4.5 Recommendation Five

Data revealed that subject advisors supervise teachers' work so as check the challenges teachers encounter when teaching. It is recommended that teachers need to know subject advisors roles and accept them and the changes they bring so that they will be effective in their teaching.

5.4.6 Recommendation Six

The conclusions also revealed that subject advisors when giving feedback to the teachers normally give the feed-back through the school management and the conclusions indicated that where there are challenges, feedback needs to be given directly to the teachers so that they will know exactly where to improve. This study recommends that school management need to sit with teachers and discuss teaching and learning and also the challenges teachers encounter in their daily teaching.

5.4.7 Recommendation Seven

The findings also revealed that the forms of communication used by the subject advisors to communicate with teachers need to be improved so that teachers would receive the information on time and also so that the work would be done on time. Teachers need to have open communication with subject advisors so that they will manage to contact them when they encounter challenges and not expect subject advisors to come to their school without being invited.

5.7 Chapter summary

This chapter has presented the introduction to the study. The study summary has also been discussed. The conclusions were also made by answering the questions on chapter one in

detail. The recommendations were also made to the following, subject advisors, teachers and the Department of Education.

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APPENDIX A



28 May 2014

Ms Teresa Mbali Vilakazi (213570045)
School of Education
Edgewood Campus

Protocol reference number: HSS/0478/014M

Project title: Instructional leadership practices in schools: The perspectives of subject advisors and teachers in Umhlabi District

Dear Ms Vilakazi,

Full Approval – Expedited Application

In response to your application dated 26 February 2014, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully,

Dr. Shonuka Singh (Chair)

/ms

Cc. Supervisor: Mr SE Mthiyeni
Cc. Academic Leader Research: Professor P Mntshali
Cc. School Administrator: Mr Thebe Mthembu

Humanities & Social Sciences Research Ethics Committee

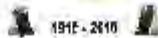
Dr Shonuka Singh (Chair)

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Telephone: +27 (0)31 260 3567/68504652, Facsimile: +27 (0) 31 260 1428 Email: ethics@ukzn.ac.za / ethics@ukzn.ac.za / ethics@ukzn.ac.za

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APPENDIX B

Permission letter to the KZN Department of Education

120 Ronald Road

Montclair

4004

3 November 2013

Attention: The Head of Department (Dr N. S P. Sishi)

Department of Basic Education

Province of KwaZulu-Natal

Private Bag X 9137

Pietermaritzburg

3201

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am Miss Teresa Mbali Vilakazi, a student in the School of Education at the University of KwaZulu-Natal (Edgewood Campus). As part my degree requirement, I am conducting research on the phenomena of how subject advisors as instructional leaders develop teachers. In this regard, I request permission to conduct research in Umlazi District. Please be informed that I have already sought and I am awaiting the necessary permission from the Research Office of the Kwazulu Natal Department of Basic Education to conduct this research (See copy of letter attached).

The title of the research project is: **Instructional leadership practice in school: The perspective of subject advisors and teachers in Umlazi district.**

This study aims to explore how subject advisors as instructional leaders develop teachers. The study will focus on views and experiences of subject advisors and teachers in the focus group. It will use semi- structured interviews and focus group interviews to generate data. Participants will be interviewed for approximately 20-35 minutes at the time and place convenient to them.

PLEASE TAKE NOTE THAT:

There will be no financial benefits that participants may accrue as a result of their participation in this research project.

The participants' identity will not be divulged under any circumstance/s, during and after the reporting process.

All participants' responses will be treated with strict confidentiality.

Fictitious names will be used to represent real names.

Participation is voluntary; therefore, you are free to withdraw at any time you so wish without incurring any negative or undesirable consequences/penalty on your part.

The interviews shall be voice-recorded to assist the researchers in concentrating on the actual interview rather than focusing on writing voluminous notes.

You will be contacted in time about the interviews.

For further information on this research project, please feel free to contact me using the ff, contact details: Miss Teressa Mbali Vilakazi; Tel: 031 462 4640/ 031 206 1806; E-mail: Mbalivilakazi120@gmail.com; Cell: 079 806 5754.

OR

My Supervisor: Mr. Simphiwe E. Mthiyane; Tel: 031 260 1870; E-mail: Mthiyane@ukzn.ac.za; Cell: 073 377 4672.

OR

The HSSREC Research Office (Ms. P. Ximba, Tel: 031 260 3587 and E-mail: ximbap@ukzn.ac.za

The interview schedule is attached herewith for your perusal.

Your anticipated positive response in this regard is highly appreciated.

Thanking you in advance.

Yours sincerely

T .M. Vilakazi (Miss).

APPENDIX C

Letter to school 1

120 Ronald Road

Montclair

4004

3 March 2014

Dear Sir/Madam

REQUEST TO CONDUCT RESEARCH AT YOUR SCHOOL

I am Miss Teresa Mbali Vilakazi a student in the School of Education at the University of KwaZulu-Natal (Edgewood Campus).As part my degree requirement ,I am conducting a research on the phenomena of how subject advisors teachers as instructional leaders. In this regard, I request permission to conduct research in your school. Please be informed that I have already sought and are awaiting the necessary permission from the Research Office of the Kwazulu Natal Department of Basic Education to conduct this research (See copy of letter attached).

The title of the research project is: **Instructional leadership practice in school: The perspectives of subject advisors and teachers in Umlazi District.**

This study aims to explore the subject advisor's perceptions of their roles in developing teachers, to investigate the challenges the subject advisors encounter as they develop teachers and to investigate how subject advisors navigate the challenges. The study will focus on views and experiences of subject advisors and teachers in the focus group. It will use semi-structure interviews and focus group interviews to generate data. Participants will be interviewed for approximately 20-35 minutes at the time and place convenient to them.

PLEASE TAKE NOTE THAT:

There will be no financial benefits that participants may accrue as a result of their participation in this research project.

Your identity will not be divulged under any circumstance/s, during and after the reporting process.

All your responses will be treated with strict confidentiality.

Fictitious names will be used to represent real names.

Participation is voluntary; therefore, you are free to withdraw at any time you so wish without incurring any negative or undesirable consequences/penalty on your part

The interviews shall be voice-recorded to assist the researchers in concentrating on the actual interview rather than focusing on writing voluminous notes.

You will be contacted in time about the interviews.

For further information on this research project, please feel free to contact me using the ff, contact details: Miss Teressa Mbali Vilakazi; Tel:031 462 4640/ 031 206 1806; E-mail: Mbalivilakazi120@gmail.com; Cell: 079 806 5754.

OR

My Supervisor: Mr .Simpfiwe E. Mthiyane; Tel: 031 260 1870; E-mail: Mthiyane@ukzn.ac.za;Cell: 073 377 4672.

OR

The HSSREC Research Office (Ms' P. Ximba, Tel: 031 260 3587 and E-mail: ximbap@ukzn.ac.za

The interview schedule is attached herewith for your perusal.

Your anticipated positive response in this regard is highly appreciated.

Thanking you in advance.

Yours sincerely

T .M. Vilakazi (Miss).

APPENDIX D

Declaration/Consent form

I..... (Full name & surname of participants) hereby confirm that I have been fully informed about the nature, purpose and procedure for the study; **Instructional leadership practices in school: The perspectives of subject advisors and teachers in Umlazi district.**

I have also received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntarily to take part in the study.

I also understand that I am at liberty to withdraw from the research project any time, should I so desire. Finally, I consent/ do not consent to this interview being voice recorded.

Signature of Participants.....Date.....

Signature of Witness /Research Assistant.....Date.....

Thanking you

Yours Faithfully

T.M. Vilakazi (Miss)

APPENDIX E

Instructional Leadership in schools Project

Biographical details of participant/s (teachers)

1. Position currently holding:-----
2. Year appointed----- (Date)
3. Age group: Tick the one relevant to you.
3.1 25-45
3.2 46-65
4. Gender: -----
5. Educational qualification:-----
6. Work experience (number of years involved in education, position held

| Level | Number of years |
|-------------------------------------|------------------------|
| 6.1 Level one teacher | |
| 6.2 Level two or HOD | |
| 6.3 Level three or Deputy principal | |
| 6.4 Level four or principal | |
| | |

APPENDIX F

Interview guide

Semi-structured interview is planned for teachers of two primary schools in Umlazi District.

NB: All the information will be treated with confidentiality.

Questions

1. As teachers what do you understand to be the roles or functions of subject's advisors?
Please elaborate.
2. What do subject advisors as instructional leaders do to support teaching and learning in schools? Please give examples where possible.
3. How do the subject advisors ensure that schools are supported in the district? Please elaborate.
4. What programmes, if any, subject advisors have for school principals, Deputy Principal, Head of department and teachers?
5. How would you consider their working relationship with school principal, Deputy Principals, Head of department and teachers? Please explain.
6. How do subject advisors influence school leaders to priorities teaching and learning in their schools?
7. Do you think subject advisors have any influence in learner / school outcomes that learners / school receive annually?
8. What challenges/opportunities do subject advisors experience in supporting teacher development?
9. How do subject advisors navigate the challenges they encounter when supporting teacher development?
10. What else, which you have not mentioned, which you think you should do to improve teacher development in your district?

Thank you for your input and time you spent talking to me.

