

**The exploration of School Management Teams' (SMTs) learning experiences through  
the use of Jika iMfundo toolkits and training: A case study of a primary school in  
Pinetown District.**

**by**

**Mbongiseni John Mazibuko**

**216075217**

**Submitted in partial fulfilment of the requirements for the degree of**

**Master of Education**

**In the School of Education**

**University of KwaZulu-Natal**

**2019**

## TABLE OF CONTENTS

<b>DECLARATION</b> .....	iii
<b>ABSTRACT</b> .....	iv
<b>ACKNOWLEDGEMENTS</b> .....	v
<b>DEDICATION</b> .....	vi
<b>ACCRONYMS / ABBREVIATIONS</b> .....	vii
<b>CHAPTER 1</b> .....	1
<b>INTRODUCTION TO THE RESEARCH PROJECT</b> .....	1
1.1 INTRODUCTION AND BACKGROUND .....	1
1.2 STATEMENT OF THE PROBLEM .....	2
1.3 OBJECTIVES OF THE STUDY .....	3
1.4 RESEARCH QUESTIONS .....	4
1.5 LITERATURE REVIEW .....	4
1.6 RESEARCH PARADIGM AND METHODOLOGY.....	8
1.7 LIMITATIONS OF THE STUDY.....	11
1.8 DELIMITATION.....	12
1.9 DEFINITION OF TERMS .....	12
1.10 SIGNIFICANCE OF THE STUDY.....	13
1.11 ORGANISATION OF THE STUDY .....	15
1.12 SUMMARY.....	16
<b>CHAPTER 2</b> .....	17
<b>LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK</b> .....	17
2.1 INTRODUCTION .....	17
2.2 INSTRUCTIONAL SUPERVISION.....	17
2.3 PROFESSIONAL TEACHER LEARNING .....	19
2.4 SCHOOL MANAGEMENT TEAM .....	21
2.5 THE JIKA IMFUNDO CAMPAIGN .....	22
2.6 CONCEPTUAL FRAMEWORK .....	24
2.7 CONCLUSION.....	27
<b>CHAPTER 3</b> .....	28
<b>RESEARCH METHODOLOGY</b> .....	28
3.1 INTRODUCTION .....	28
3.2 THE RESEARCH PARADIGM.....	28

3.3 A CASE STUDY RESEARCH DESIGN.....	30
3.4 POPULATION AND SAMPLE .....	31
3.5 DATA GENERATION METHODS .....	33
3.6 DATA ANALYSIS.....	35
3.8 ENSURING TRUSTWORTHINESS OF THE STUDY.....	36
3.9 CONCLUSION.....	39
CHAPTER 4 .....	40
PRESENTATION AND DISCUSSION OF FINDINGS .....	40
4.1 INTRODUCTION .....	40
4.2 RESEARCH CONTEXT .....	41
4.3 PROFILING OF THE SCHOOL MANAGEMENT TEAM (SMT).....	43
4.4 PRESENTATION OF THE FINDINGS .....	44
4.5 CONCLUSION.....	73
CHAPTER 5 .....	74
CONCLUSION AND RECOMMENDATIONS .....	74
5.1 INTRODUCTION .....	74
5.2 DISCUSSION OF THE FINDINGS .....	74
5.3 CHALLENGES .....	79
5.4 RECOMMENDATIONS.....	80
5.5 IMPLICATIONS OF THE STUDY .....	82
5.6 CONCLUSION.....	83
REFERENCES .....	84
<b>APPENDICES</b> .....	88
Appendix A: Letter from University of KwaZulu-Natal Pietermaritzburg Campus .....	89
Appendix B: Permission to conduct research in the KZN DoE institutions.....	90
Appendix C: Principal letter .....	91
Appendix D: Declaration .....	93
Appendix E: Letter to the District Director .....	94
Appendix F: Participant Declaration .....	97
Appendix G: SMT Form (Biographical information).....	101
Appendix H: Interview schedule .....	104

## DECLARATION

I, Mbongiseni John Mazibuko, declare that “*The exploration of School Management Team’s (SMT’s) learning experiences of the use of Jika iMfundo toolkits and training: A case study of one primary school in Pinetown District*” is my own work and that all sources consulted and quoted have been highlighted and acknowledged by means of complete references. I further declare that this research has not been previously submitted for the award of a degree at another university.

---

Mbongiseni John Mazibuko

Student

Date:.....

---

Dr Nonhlanhla N.C. Mthiyane

Supervisor

Date:.....

---

Dr P.E. Mthembu

Co-Supervisor

Date:.....

## **ABSTRACT**

South African schools are producing low levels of learning outcomes, especially in mathematics and languages. This is evident in both the local and international assessments. In an attempt to achieve the targets set by the National Development Plan (Vision 2030), the Jika iMfundo campaign, is an intervention programme that seeks to improve learning outcomes. It focuses mainly on curriculum coverage. First piloted in two districts in KwaZulu-Natal, the Jika iMfundo campaign is grounded on the belief that the use of the toolkit influences the behaviour of teachers and SMTs. It is believed that this will eventually increase curriculum coverage, which will eventually lead to improved learning outcomes.

The purpose of this study was to explore how the Jika iMfundo campaign influenced the work of SMT members at one of the schools that participated in the campaign.

This qualitative case study is located within the interpretive paradigm. It involved face-to-face semi-structured interviews with the five SMT members of one primary school, and document analysis.

The conceptual framework used encapsulates the Theory of Change and the Theory of Instruction. The findings of this study demonstrated that the SMT improved in their practice of supporting, monitoring, supervising and leading the teaching and learning process by using the Jika iMfundo toolkit and the knowledge gained from the training. On that basis, the SMT suggested that the KZNDoE should support the roll-out of the Jika iMfundo campaign to all schools, with specific emphasis on the use of the toolkit and receiving training.

## **ACKNOWLEDGEMENTS**

My sincere gratitude and appreciation goes to the following people, who made it possible for me to complete this study:

Dr C.C.N. Mthiyane, my supervisor, for her sincere and passionate guidance, support and patience with me.

Dr P.E. Mthembu, my co-supervisor, for her constant encouragement, support and guidance throughout this study.

Dr Allister Witten, Prof. Mary Metcalfe and Mr Jonathan Godden from PILO, for their support, guidance and professional advice.

My wife, Fikile, and my children, for their love, understanding and support.

## **DEDICATION**

This work is dedicated to my eternally loving and supportive wife, Fikile, for her forbearance and understanding. Her encouragement and support have seen me through this challenging task.

## **ACCRONYMS / ABBREVIATIONS**

CAPS	Curriculum and Assessment Policy Statement
DBE	Department of Basic Education
HOD	Head of Department
ILST	Institutional Learner Support Team
KZN	KwaZulu-Natal Province
KZNDOE	KwaZulu-Natal Department of Education
LTSM	Learner-Teacher Support Material
MED	Master of Education
NAESP	National Association of Elementary School Principals
NCS	National Curriculum Statement
NDP	National Development Plan
NECT	National Education Collaboration Trust
NGO	Non-Governmental Organisation
NSC	National Senior Certificate
NSNP	National School Nutrition Programme
PAM	Personnel Administrative Measures
PD	Professional Development
PILO	Programme to Improve Learner Outcomes
PL1	Post Level 1
PLC	Professional Learning Community
PPN	Post Provisioning Norm

SASA	South African Schools Act
SGB	School Governing Body
SMT	School Management Team
STATS SA	Statistics South Africa
TSS	Transformation of the Schooling System

## **CHAPTER 1**

### **INTRODUCTION TO THE RESEARCH PROJECT**

#### **1.1 INTRODUCTION AND BACKGROUND**

According to the National Development Plan (NDP) - Vision 2030 - South Africa aspires to having 90% of learners knowing more than 50% of the curriculum by 2030. To achieve this dream, all stakeholders in education must work together and support one another. However, the main priority is teachers and learners working together to cover at least 94% of the set curriculum in any academic year. There is wide belief, supported by literature, that sustained improvement in learning outcomes can be achieved if learners are exposed to age-specific content, in the correct sequence and at the required pace.

The National Education Collaboration Trust (NECT) Report (2016) maintains that curriculum coverage is a short term goal for the improvement of learning outcomes. The belief is that if learners are taught the right content, at the right pace and assessed correctly, learning is enhanced (NECT Report, 2016). This should be a priority for every teacher, principal, parent, district official and partner in education. It would signify a functional education system that presents equal opportunities to all learners and forms the basis for excellence. What mitigates against curriculum coverage is a lack of planning, supporting and monitoring systems (Metcalf 2018).

Jika iMfundo is a NECT-funded project that was piloted in two districts in KwaZulu-Natal (KZN), with the aim of improving curriculum coverage and learning outcomes. The main goal is that 'learners know more than half of the curriculum' (Mthiyane, Naidoo and Bertram (2019). The project is underpinned by a change management model that is developmental in nature and has high standards and measures built into it. Schools and districts are introduced to the culture of attainable goals, strong management and quality teaching, supported by a sustained effort by all. The improvement interventions are designed, tested and replicated to

achieve systemic educational change. The capacity-building programmes linked to Jika iMfundo are designed to improve results.

According to Metcalfe (2015), implementation of Jika iMfundo indicates that the toolkit comprises curriculum planners and trackers for in mathematics, science and languages, for use by teachers and the School Management Team (SMT). This study is more interested in the SMT than it is in teachers, based on an understanding of the important roles they play in the school. In the current scenario of a shortage of advisors in the province, the SMT must be given the capacity to operate as subject advisors at schools.

There is a belief that the core focus of Jika iMfundo is improving curriculum coverage, in line with Goal 18 of Action Plan to 2019, which is: *“To ensure that learners cover all the topics and skills that they should cover within their current school year”*. The Department of Basic Education’s (DBE) performance indicator for this goal is: *“The percentage of learners who cover everything in the curriculum for their current year on the basis of sample-based evaluations of records by teaching and evidence of practical exercises done by learners”*.

## **1.2 STATEMENT OF THE PROBLEM**

The government of South Africa has set a goal to increase learner performance to ensure that about 90% of learners in grades 3, 6 and 9 achieve 50% or more in languages, maths and science by the year 2030 (Mthiyane, et al., 2019). This is because research shows that learner achievement is poor, especially in literacy and numeracy. This is despite the ambitious goals of the Department of Education. For example, the PIRLS Report indicates that about 78% of grade 4 learners in South Africa cannot read for meaning (PIRLS Report, 2016). Furthermore, the TIMSS Report indicates that the grade 5 and 9 learners struggle with mathematical concepts (TIMSS Report, 2015).

The poor performance has negatively affected the majority of learners who attend schools in the townships and rural areas (DBE, 2007). The DBE has acknowledged that content coverage, teacher performance, and lack of expertise of SMTs in monitoring and supporting teachers continue to be some of the challenges experienced in the education sector (Metcalf, 2015). In this regard, there are initiatives that the Department has embarked on in trying to address these challenges. One of the interventions is Jika iMfundo, which seeks to improve learner performance by improving curriculum coverage (Mthiyane, et al., 2019). Of interest in this initiative is the central role that SMTs play in supporting teachers through monitoring and supporting content coverage through the use of a toolkit. This places the curriculum at the center of school life, and emphasizes the need for professional conversations and interventions to improve curriculum coverage.

There is an emerging body of research and literature on the role of the principal in terms of school change and improvement in South Africa. However, much less research has been conducted on the role of members of the SMT, who have to work with the principal and provide the essential support required by the school to address curriculum management using curriculum coverage tools. Therefore, the purpose of the study is to explore the role of the broader school leadership team in supporting teachers to improve curriculum coverage, through the use of the toolkit and training.

### **1.3 OBJECTIVES OF THE STUDY**

The main objectives were:

- To determine what the SMT has learnt through the use of the Jika iMfundo toolkit and training, in terms of improving curriculum coverage.
- To determine to what extent the SMT considers Jika iMfundo to have assisted them in supporting teachers and improving curriculum coverage. (This relates to general changes at the school in terms of teaching and learning practices).
- To identify the challenges that SMTs experience due to their use of the Jika iMfundo toolkit and training.

## **1.4 RESEARCH QUESTIONS**

The main question of the study is: ‘What are the SMT’s learning experiences in terms of the use of the Jika iMfundo toolkit and training, which is designed to improve curriculum coverage’?

- The sub-questions are: What are the learning experiences of SMTs who have used the Jika iMfundo toolkit and training to improve curriculum coverage?
- To what extent does the SMT perceive that the use of the Jika iMfundo toolkit and training contributed to changing their practices?
- What challenges has the SMT experienced when using the Jika iMfundo toolkit and training to improve curriculum coverage?

## **1.5 LITERATURE REVIEW**

### **1.5.1 TEACHER PROFESSIONAL LEARNING**

Leithwood (2016) argues that members of the SMT are the potential drivers of change, and their relevance in providing significant leadership to their departments and schools should be recognised. The study also acknowledged that more research has been conducted on principals and their leadership at schools, while the rest of the SMT remains an untapped and under-utilised resource. The challenge for the SMT members is to move beyond their management expectations and engage more with teaching and learning. The above assertion suggests the need for professional learning, in order for SMT members to enhance their management and curriculum management roles. Therefore, the Jika iMfundo campaign provides the learning space for them, by recognising their professional experience and

expertise when formulating the toolkit. Furthermore, they are exposed to quality training and coaches are dispatched to support them on site.

The learning experiences that are the focus of this study, are part of teacher professional development (PD). Fraser, Kennedy, Reid and McKinney (2007), cited in Bertram (2011, p.12), suggest: “Teacher professional learning, can be seen as the process that results in specific changes in the professional knowledge, skills, attitudes, beliefs and actions of teachers.” Thus, the aim of the study was to explore the changes in the supervision and support that the SMT members give to teachers by using the Jika iMfundo toolkit and training.

There are at least two different theories or perspectives on teacher learning, which are underpinned by different assumptions. Kelly (2006) contends that a socio-cultural perspective of teacher learning assumes that teacher expertise is closely linked to the context in which it is practised. As a result, learning takes place in a community of practice where teachers learn the ways of knowing and thinking that define their immediate environments. This makes teacher identities significant. The above view is contrasted with a cognitive perspective of teacher learning that argues for a view of teacher expertise that is located in the individual’s mind, and separates the acquisition of knowledge, skills and understanding from their practice. Situated learning supports the view of teacher development being located in schools within communities of practice. The above understanding promotes the view that learning takes place in different contexts, either as a process of active individual construction or as a process of learning through participation in social practices.

According to Bertram (2011), the commonly used approach to teacher learning has been formal workshops or courses, which have since been criticized as ineffective and a waste of time and money. These workshops often do not provide the expected transfer of the learning into classroom practice. Because of time constraints, the workshops fail to assist teachers with methods of teaching and knowledge of the subjects. The widely praised PD interventions should include clear examples of assessment and methods of teaching, and afford teachers an opportunity to practice under the supervision of other exemplary teachers.

It is also important to create opportunities for teachers to learn from each other through observation and critique. Such kinds of meaningful opportunities are labour intensive, expensive and require learning and support over a sustained period of time.

Teacher development initiatives in South Africa and elsewhere are characterised by failure to influence and change classroom practice. The *Jika iMfundo* campaign seeks to reverse this by ensuring that the toolkit, supported by training and coaching, leads to improved curriculum coverage. The toolkit is a resource for teachers and learners to facilitate curriculum coverage. For teachers, it includes: planners, trackers and lesson plans. For learners, it is made up of posters, graded readers and workbooks. Among the reasons commonly cited for the failure of teacher development initiatives to lead to better classroom practice, are: lack of resources, lack of school support, resistance or care-free attitude by teachers, and complex design of the curriculum (Bertram, 2011). Unfortunately, this has resulted in most South African learners performing poorly at national and international levels, as indicated by Fraser, Kennedy and Reid (2007).

Blase (2004) advocates a view of systemic reform in response to the discouraging results indicated by low learner performance and poor school management performance. He offers a convergence model of change that he argues has two legs: accountability and support. For this model to yield the desired change in classroom practice, accountability measures of demand must come first. This involves monitoring the day-to-day performance of teachers, which will then lead to them being willing to register for teacher development courses. The main focus of accountability will be to monitor the teacher as she assesses, delivers the lesson and covers the curriculum. This arrangement is similar to Elmore's (1997) concepts of reciprocal accountability, enhanced leadership capacity and professional conversations that are based on evidence. Blase (2004) further argues that monitoring must be done by line managers, non-governmental organisations (NGO) and universities to improve the subject knowledge of teachers and their pedagogical content knowledge. Shalem (2003, p.34) emphasizes the following:

*“Two things must be noted about the convergence model. The first one is that it argues that a change has to be sequenced and that the sequence has to begin with an accountability subsystem. The second one is that the accountability measures are in the main, of the bureaucratic type.”*

The existing studies on teacher learning are based on:

- A linear model of PD activities (process-product logic).
- The relationship between PD and improvement in student learning outcomes.
- Teacher learning activities (PD activities) appear in a variety of forms and differ in quality and effect.
- Project-based PD in South Africa, Africa and the World.

Therefore, the literature is, in that it fails to:

- Isolate one PD formula, which could lead to both teacher learning and improved learning outcomes.
- Describe school-based factors that impact positively or negatively on teacher learning.
- Explain the difference between in-house PD initiative versus one driven by outside organisations and the degree to which these initiatives contribute to student learning outcomes.

## **1.5.2 INSTRUCTIONAL LEADERSHIP**

Lashway (2002) argues that a facilitative leader is one who monitors and provides feedback to his or her subordinates. He further believes that the SMT, which monitors teacher performance, could easily contribute to improved learner performance. Similarly, Gamage, Adams and McCormarck (2009) contend that monitoring and providing feedback on teachers' work eventually impacts on learner attainment. In agreeing with this sentiment, Blasé (2004) adds that members of the SMT are instructional leaders who should facilitate communication among teachers, so that they discuss their work and avoid working in silos. He further suggests that instructional leaders support teachers by: monitoring their work;

giving feedback; canvassing opinions; facilitating PD sessions and offering praise to effective teachers. In support of this argument, Mpofu (2007) believes that supervision of teachers' work is one way of improving the quality of teaching and learning processes, and eventually improving the quality of students' education. It is important for teachers to realise that supervision is aimed at promoting their professional growth and students' learning.

The National Association of Elementary School Principals (NAESP) (2001) frames instructional leadership in terms of leading learning communities. The NAESP contends that instructional leaders have six roles: making student and teacher learning a priority; setting high expectations for performance; gearing content and instruction to standards; creating a culture of continuous learning for teachers; using multiple sources of data to assess learning; and activating the community's support for school success. Similarly, Ghavifekr and Ibrahim (2014) describe the major responsibilities of instructional leaders as: examining and reporting programmes; organizing and managing teaching and learning activities; developing and presenting different models that can be used to improve instructional programmes; guiding and managing schools and teachers; preparing and organising teacher development programmes; and monitoring and supporting teachers.

The above literature review has provided a framework or lens through which to describe and analyse the effects of the work of an SMT at a primary school in the Pinetown District that is benefitting from the *Jika iMfundo* campaign.

## **1.6 RESEARCH PARADIGM AND METHODOLOGY**

According to Bassey (1999), the research paradigm is a network of coherent ideas about the nature of the world and the functions of researchers that are adhered to by researchers, conditions and patterns of their thinking that underpin their research activities. Researchers use either the positivist, critical or interpretative paradigm. This study uses the interpretative paradigm, as it focuses on the nature of knowledge that is socially constructed.

## **1.6.1 RESEARCH DESIGN AND APPROACH**

### **Research Design**

Leedy (2005) points out that a research design is an outline of the stages to be used in the research process and the techniques that will be employed in the data collection process, together with the steps that will be taken to analyse the data. The aim of the research design is to plan and structure a given research project in such a manner that the eventual validity of the research findings is maximised. This study will be a case study, as it is interested in the action and behaviour of a similar group of people, the SMT members.

### **Research Approach**

The researcher used a qualitative approach in this study. This approach is useful in that it allows for a more in-depth exploration of the learning experiences that happen in the real world of the management of teaching and learning. Through the use of this approach, the participants related their daily experiences of supervising teachers' work. On that note, White (2005) describes this type of research as being characterised by interviewing, observation and description of a small number of cases - hence the need for population sampling. Data is collected mainly through interviews. Further, White (2005, p.104) defines the qualitative approach as using "*open-response questions to obtain participants' opinions and reactions – how individuals experience their world and how they explain or make sense of the events in their lives*". Interpretive data analysis is relevant in this study, which involves the categorisation of findings.

The interpretive analysis approach was chosen, as the researcher wanted to work directly with individuals in order to understand their interpretation of their experiences. According to Cohen, et al. (2011), the researcher works directly with experience and understanding to build a theory. They further contend that the data collected will include the meanings and purposes of those people who are their source.

## **1.6.2 POPULATION and SAMPLE**

### **Population**

McMillan and Schumacher (2010), describe a population as a group of elements or causes, whether individuals, objects or events, that conform to specific criteria, and to which the researcher intends to generalize the results of the research. The population of this study consists of five members (principal, deputy principal and three heads of department) of the SMT from one primary school that is participating in the Jika iMfundo project.

### **Sample**

A sample is a number of elements taken from the population considered for inclusion in the research. Purposive sampling was used to identify a school and its SMT that is participating in the Jika iMfundo project. Purposive sampling involves choice by exhibiting a specific criterion, in this instance, participation. This type of sampling is often a feature of qualitative research, where researchers hand-pick the cases to be included in the sample, on the basis of them possessing the particular characteristics being sought.

The school chosen for this study was chosen because they were early adopters of the programme and were active participants in the Jika iMfundo campaign, using the tools as a school-wide practice. The entire SMT was involved in the campaign, its members had extensive experience in implementing the activities and in-depth knowledge of the goals of the programme. Five SMT members were involved in the study. These are the principal, the deputy-principal and three heads of department (HODs).

## **1.7 LIMITATIONS OF THE STUDY**

Limitations in any study result from the methodology, data collection method, site chosen, the sample, practical and logistical arrangements, and the researcher's personal attributes (Rule & John, 2011). For this study, a case study methodology was employed, which means that its recommendations cannot be generalized to all schools. The participants were selected through purposeful sampling, with all members of the SMT being included at a particular school that was chosen. Their characteristics and the environment in which they operate may not be similar to any other SMT members or schools where Jika iMfundo is piloted.

This study only focuses on the SMT members of one school in one district, and it cannot claim any generalizations of the role of the SMT in terms of curriculum coverage. Therefore, this study does not seek to generalize, but rather to explore a deeper understanding of the relationship between teachers and the SMT. Consequently, it can provide some insight into the current operations of the Jika iMfundo campaign and possible future roll-out to all schools in the province.

A further limitation is that although all SMTs in the study have used the Jika iMfundo toolkit and were trained, they operate at different levels, in terms of supervising and supporting teachers. Even the HODs display differences in the uptake and practical application of the Jika iMfundo toolkit and the training. Therefore, the findings cannot be generalized to all SMTs where Jika iMfundo has been introduced.

Another limitation was that the participants, according to my observation, struggled to distinguish between the official of the department and the researcher. There is a great likelihood that the responses were coined to appease the researcher, more than to indicate the situation as it prevails in the daily school operations. It is important to mention that I took time to explain my interest as a researcher, and my other life as a senior official in the

department. Hopefully, the responses I finally got were relevant to the intentions of the research.

## **1.8 DELIMITATION**

This research explored the learning experiences of the SMT, in supporting and supervising teachers, by using the Jika iMfundo toolkits and training only in one primary school in Pinetown. Therefore, this study cannot cover all aspects of supervision and support but will be limited to the impact of the experiences associated with the use of the toolkits and training at this particular school. These areas of focus are covered well under the objectives of the study. This, unfortunately, eliminates some aspects which may be important when discussing the supervision and support of teachers' work. Nevertheless, the study found itself, sometimes, dwelling on the broad concept of instructional leadership with the aim of clarifying some related experiences.

## **1.9 DEFINATION OF TERMS**

### **School Management Team**

The School Management Team is also referred to as the SMT in this study. It comprises the principal, deputy-principal and heads of departments. They are responsible for the day-to-day running of the school. Their main function is to ensure the smooth running of teaching and learning processes. The school management team holds positions of leadership within the school's organizational structure. They are assigned with functional and managerial tasks in order to ensure school effectiveness.

### **Jika iMfundo Toolkits**

Jika iMfundo toolkits comprise curriculum planners, trackers used by teachers and SMT in Mathematics, Science and languages. In this study, the focus is on the toolkits used by heads of departments, deputy-principals and principals to support and supervise the work of the teachers. The main aim of the use of toolkits is to improve curriculum coverage.

According to Metcalfe in Mthiyane, et al. (2019), the SMT training has 3 pillars, which are: conceptual tools, technical tools and adaptive tools. The conceptual tools are used to explain the new concepts which influence the changed behaviour. During training, the HODs are taken through new concepts like reciprocal accountability, internal accountability, distributive leadership and professional learning community. While Metcalfe continues to explain the technical tools to mean tools that are used to plan, track, identify, and solve issue and report. The school has adapted these tools to suit their needs and working environment. Lastly, the adaptive tools were given to the HODs to build confidence to lead, support and manage curriculum delivery. The HODs were assisted with skills to manage large groups of teachers and build teams.

## **Teacher Learning**

Teacher learning can either be formal or informal as it takes place in a variety of contexts and leads to teacher growth and development. Educational reforms, across history and countries, rely on teacher learning and improved teacher practice to increase learner performance. In this study, the focus is on learning by the SMT which is assisted by the use of toolkits and training. Kelly (2006) contends that teacher learning means teachers involving themselves in the process of knowing-in-practice in order to allow their full participation in a classroom activity.

### **1.10 SIGNIFICANCE OF THE STUDY**

The importance of this research emanates from its attempt to establish and investigate the learning experiences of school management team members when using the Jika iMfundo toolkits and training. The SMT has a responsibility to supervise and support teachers in their daily work with the aim of achieving curriculum coverage. Support and supervision of work

by the SMT is an important contributor to curriculum coverage, without which learners are short-changed and not exposed to all aspects of the curriculum.

This study may be of value to all officials, school-based and office-based, who are entrusted with the responsibility of managing the curriculum to help them better understand the processes and challenges associated with curriculum coverage and how they can better support the SMT members at schools. The study will also assist policy-makers in relooking at the number of supervisory personnel in schools versus the expected workload. It also places under the spotlight the capacity issues of the SMT.

Curriculum coverage, as a concept, must be clearly understood by all stakeholders in education, as it also suggests the importance of the protection of teaching and learning time. The study highlights the value of curriculum management and leadership regarding the time the teacher spends with learners. Issues of distractions, in the form of meetings and workshops during teaching and learning time, must be revisited if curriculum coverage is the intended goal.

The new understanding generated from the findings can provide a point of reference for how SMT members can be supported in supervising teachers in future. The comparison between the pre-Jika iMfundo era and the use of toolkits and training will provide a pointer to the instruments and methods that assist in supporting and supervising teachers. It is also believed that if both supervisors and supervisees are exposed to the expected standard of performance, working relations improve. Lastly, with the impending provincial roll-out of Jika iMfundo, the study will be user-friendly in alerting the system of the ‘good’ and the ‘bad’ of the project.

The importance of the study also derives from the fact that since the amalgamation of different racially-based departments of education in South Africa, there has been no common system of supporting and supervising teachers’ work by the members of the SMT. Whatever is happening is dependent on the creativity of schools and individuals, resulting in a ‘hit and

miss results' in terms of success. Therefore, this study makes a contribution to the knowledge base on supervision in schools as a relationship of support, learning and improving teaching practice.

## **1.11 ORGANISATION OF THE STUDY**

The study is structured as follows:

### **Chapter 1**

This chapter introduces the research topic, research objectives, research scope and outlines the flow of the study from chapter to chapter.

### **Chapter 2**

This chapter reviews the literature relating to teacher learning and instructional leadership. It looks at the theories of teacher learning and teacher development. A brief review of the role of SMT before and after the Jika iMfundo project is discussed.

### **Chapter 3**

This chapter focuses on the method of carrying out the research. The research population is identified, and the method of sampling is outlined. The qualitative method used in this study is also discussed.

### **Chapter 4**

This chapter presents and discusses data gathered during interviews and document analysis. Data classification is used as the main approach to present data.

## **Chapter 5**

This chapter deals with the analysis and presentation of findings. It presents the salient features of the findings based on the interviews and document analysis, leading to the conclusions and recommendations.

### **1.12 SUMMARY**

Chapter 1 dealt with the introduction of the topic of the study, which is, “The exploration of the SMTs learning experiences in using the Jika iMfundo toolkit and training: A case study of a primary school in Pinetown District”. It also dealt with the significance of the study after defining the terms as used in this study. Lastly, this chapter looked at the population, sampling delimitations, limitations and the overall organisation of the study.

## **CHAPTER 2**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

#### **2.1 INTRODUCTION**

This chapter dwells on what other authors have said about teacher learning experiences and how the school management team supports and supervises teachers. Information gleaned from books, journal articles and relevant magazines will be discussed. Since authors use professional teacher learning and teacher PD interchangeably, at times, this chapter will adopt and define both concepts. The concept of instructional leadership will be defined, as it encompasses the support and supervision of teachers by the school management team. The instrument (toolkit) used by the SMT will also be dealt with. Lastly, the concept of school management team, which (in this study) is also referred to as SMT, is defined and its roles clarified.

In the second section of the chapter, the conceptual framework used to analyze the collected data is presented. This framework consists of Elmore's (1997) and Desimone's (2009) theories of change.

#### **2.2 INSTRUCTIONAL SUPERVISION**

Instructional supervision refers to classroom supervision as the teacher delivers the lesson to learners. It is commonly known, in other parts of the world, as lesson observation. It may happen in stages involving, preparation, observation in action (classroom teaching) and discussion after the lesson. A number of officials supervise and support the teacher, including office-based managers, and principals, deputy-principals and heads of departments. Teachers normally get support and supervision from school-based managers who are the principal, deputy-principal and heads of departments.

For instructional supervision to yield the desired results, which is improved teaching and learning, supervisors should be experienced and be able to guide teachers professionally.

Kapfunde (1990) believes that successful instructional supervision is achieved when the supervisor is helpful, caring and understanding. Most teachers are comfortable with professional discussions with their supervisors to take place constantly and immediately after observations. It is also incumbent on supervisors to create teacher PD opportunities as part of their role. Teachers welcome more straight forward help from their supervisors. While experienced teachers are more interested in assistance related to teaching methods, all teachers want supervision that guarantees real assistance. In support of the above assertion, Fraser, Kennedy, and Reid (2007) contend that instructional supervision may be seen as the process of working with teachers in order to improve classroom practice.

Fraser (2000) argues that unless teachers understand supervision as a process of promoting PD and student learning, the supervisory exercise would not have the desired effects. He further adds that the improvement of the teacher-learning process is dependent on teacher attitudes towards supervision. According to international literature, many teachers, especially student teachers, novice teachers and the unqualified and under-qualified, may not have sufficient skills for effective teaching. This has given birth to the need for instructional supervision, which also suggests a strong relationship between instructional supervision and the quality of student learning.

According to Tshabalala (2013), teachers appreciate the supervision process, which aims to improve the learning process and teacher PD. Most teachers regard instructional supervision as a necessary activity in the learning process. Bassey (1999) in Tshabalala (2013) posits that teachers associate a school management team with authority and legitimacy. They view the SMT as experienced colleagues qualified to supervise, advise and guide them.

According to Sergiovanni and Starrat (2007), instructional supervision is a set of activities and role specifications designed to influence instruction; therefore, supervision can be seen as

a positive requirement for programme improvement. Whereas, Martimore (1991) emphasize systematic two-way communication between the supervisor and supervisee as an important ingredient of the appraisal. These assertions suggest that appraisal or instructional supervision implies the improvement of instruction and teacher PD to enhance student learning. Cogan (1973) gives another view of instructional supervision, as being clinical supervision, which refers to face-to-face contact between supervisors and teachers, with the intention being to improve classroom instruction and teacher professional growth. It is worth noting regarding the study of supervision and teacher satisfaction, that Fraser, Kennedy, and Reid (2007) argues that unless teachers perceive supervision as a process of promoting professional growth and student learning, the supervisory exercise will not have the desired effect.

The concept of ‘instructional leadership’ became a buzz phrase for school leaders when principals of schools kept a high focus on curriculum and instruction. Currently, instructional leadership includes a deeper focus on the core technology of teaching and learning. It further emphasizes PD and use of data for decision-making. Lashway (2002) frames instructional leadership in terms of learning communities. Many policy documents position the principal as the chief learning officer with the ultimate accountability for the success or failure of the school. However, there is a growing trend suggesting that instructional leadership can be distributed across the school community. Lashway (2002) contends that distributed leadership is not equivalent to the division of labour, with different officers operating in isolation from each other. However, all activities are interdependent and operate by supporting one another. Elmore (2000) believes that instructional leadership is the organizational glue that keeps things on track.

### **2.3 PROFESSIONAL TEACHER LEARNING**

Kelly (2006) posits that the term “teacher learning” is a process by which a novice teacher moves towards expertise, and makes a difference between teacher knowing and teacher identity. Teacher learning can be viewed either through a cognitive or socio-cultural perspective. The cognitive approach to learning holds that individuals acquire skills,

knowledge and understanding in a single setting designed for that purpose. According to this belief, teacher expertise is located in an individual's mind.

The cognitive approach, however, does not take into account the environment in which teachers work and their identities as teachers. The socio-cultural perspective to teacher learning assumes knowing-in-practice is distributed across teachers, learners, and teaching and learning resources (Lave & Wenger, 1991). They further argue that teacher learning is the movement of teachers from novice to expert levels, which is linked to specific school circumstances. Kelly (2006) further argues that teacher learning involves teachers engaging in the process of knowing-in-practice in order to allow their full participation in the classroom activity. She also believes that student learning and teacher learning are two sides of the same coin because teacher learning is a co-constructed process with learners as partners in the same activity.

According to Bertram (2011), the concepts of teacher development, teacher learning and teacher knowledge are contested and cannot be understood from a singular view. There is no single line connecting a teacher development activity with teacher knowledge and teacher practice. Further, Bertram (2011) believes that many teacher development initiatives do not lead to teacher learning and changed teacher practices, as they are not informed by the knowledge requirements of the teachers. The main concern in teacher education and teacher learning is the relationship between two different forms of knowledge, which is propositional and practical knowledge. Fraser et al., (2007, p.98) suggest that "teachers' professional learning can be seen as the processes that result in specific changes in the professional knowledge, skills, attitudes, beliefs or action of teachers".

There seems to be a general consensus that teachers learn both by acquiring knowledge and skills as individuals, and by sharpening their competence in PLCs. Workshops or courses have been assumed to assist teachers to transfer their learning to classroom practice. Nevertheless, recently, there is growing criticism of once-off workshops for their glaring absence of transfer to classroom practice. Contrarily, Bantwini and King-McKenzie (2011), in Bertram (2011), defend the need for workshops to be user-friendly during educational

reform processes that focus on policy changes. In addition, Meyer and Abel (2015) argue that due to the urgent need to improve teaching and learning in the classroom, centralized course-based in-service training is the only affordable option. On the contrary, there is a growing subscription to school-based PD activities.

Lave and Wenger (1991) propose a theory that people learn best in communities of practice, where they learn through experience and practice. Those planning teacher development initiatives need to understand what knowledge can be learnt through practice and what knowledge can be learnt through school-based learning communities.

Learning experience refers to any course, program, interaction or experience where learning occurs. Learning may occur in traditional settings, like schools or classrooms, or outside of the traditional set-ups. Traditionally, students depend on their teachers for learning to take place. Learning can also occur through games and other forms of interactions, which is happening in a non-traditional way. Learning experiences relate to the aim of educational activity, rather than describing where learning takes place. The use of learning experiences suggests influence in the design and delivery of educational programs to learners. It represents a new conceptualization of where, how and when learning takes place.

## **2.4 SCHOOL MANAGEMENT TEAM**

The importance of leadership and management is the focus of literature in the twenty-first century. What is most noticeable is the apparent overlap between the concept of management and leadership. Bush (2007) in Khuluse (2004) contends that when a school organization is involved, management emerges as a dominant feature. While there is understanding that a school leader has many competing responsibilities, there is widespread agreement that ‘teaching and learning’ should be the focus of the leader (Mpofu, 2007, p.47).

SMTs are cited as being key to the realization of quality learning and teaching. Mpofu (2007) believes that SMTs should strive to improve teaching and learning and enhance learning conditions for all learners. The expectation of the DBE is that the SMT is responsible for the on-going evaluation of a school's performance and for its continuing development and improvement. It should also create a safe, nurturing and supportive learning environment, which enables effective teaching and learning.

The school manager can be the principal or headmaster responsible for the school. The SMT can be seen as a working group, sharing responsibility and accountability for the day-to-day running of the school. Mpofu (2007) defines the STM as a group of administrators assembled to perform a particular function or work on a project within an organization. Khuluse (2004) emphasizes that school leaders have a responsibility to develop a positive culture that helps to enhance the quality of education.

The above assertion emphasizes the belief that school management teams have a supporting role to play in creating, maintaining and facilitating quality education in schools. According to Khuluse (2004), the SMT is the structure that is responsible for the proper running of the school. An SMT is made of the principal, deputy principal and heads of departments. They have a responsibility to plan, organize, lead and supervise all school activities. They manage school resources for the school to run efficiently and effectively.

## **2.5 THE JIKA IMFUNDO CAMPAIGN**

Jika iMfundo is a NECT-funded intervention that has been piloted in two districts in KZN, namely the Pinetown and King Cetshwayo districts. It is facilitated by the Programme to Improve Learning Outcomes (PILO) initiated by the NECT. The aim of this initiative is to come up with strategies to improve the quality of education through curriculum coverage (Metcalf, 2015). The whole approach is linked to Chapter 9 of the NDP and Action Plan to 2019: Towards the Realization of Schooling 2030, which seeks to ensure that '90% of

learners know more than 50% of the curriculum by 2030' (Mthiyane, et al., 2019). In KZN, the project is called Jika iMfundo.

According to Metcalfe (2015), Jika iMfundo adopts a programmatic, rather than project-based approach, which focuses on changing teachers' behavior by using materials and tools to improve teachers' performance. The Jika iMfundo tools include trackers, planners and lesson plans that are used to build professional practices and routines required to improve teaching and learning. The materials come in the form of a toolkit and are designed to be used by teachers, school-based managers and office-based managers to monitor and support teachers, in order to improve curriculum coverage.

Jika iMfundo was conceptualized as having different elements, which are: curriculum planners, curriculum trackers, SMT training and content training (Metcalfe, 2015). The tools and training must influence behaviours which will eventually impact the learning outcomes, positively. Below is an indication provided by Mthiyane, et al. (2019) of what and how different role players use tools and training, as part of the Jika iMfundo campaign:

- Teachers plan, track and report on curriculum coverage, and reflect on teaching and learning.
- Heads of department regularly check teachers' work through curriculum tracking and learners' work. Assist teachers to improve curriculum coverage.
- Deputy-principals and principals meet HODs to review the quality of curriculum coverage. Supervise the overall curriculum management in the school by taking action to improve curriculum coverage.
- Circuit managers engage with schools to identify and solve problems related to curriculum management.
- Subject advisors train and support HODs on how to supervise and support teachers in the curriculum coverage.
- District officials work across their functional areas by using data to solve problems and support schools.

At the school, the document analysis and interviews indicate that the role-players are the principal, the deputy principal, HODs and teachers. Each role-player uses a set of tools that institutionalize the desired practice supported by training and/or coaching. According to all participants, the tools and the materials used assist in identifying problems and generate discussions leading to solutions. The proper use of tools and information obtained from training facilitates the reciprocal accountability and professional conversations with evidence.

Although teachers are not the subject of this study, it was confirmed during the interviews and later through document analysis, as well as through the HODs that teachers are supported by the tools. The tools used by teachers, are in the main, planners and trackers, which help them to:

- Plan the coverage of the content by day, week and term.
- Synchronize the CAPS content with the textbook used.
- Align planning with other resources used, like DBE workbooks.
- Track curriculum coverage by recording when learners have mastered the content, for each class.
- Reflect on curriculum coverage weekly.
- Facilitate professional conversations with evidence of competencies around instructional supervision.

## **2.6 CONCEPTUAL FRAMEWORK**

The conceptual framework that informs this study was developed from the work of: Elmore (1997), who focuses on the concept of instructional leadership; and Desimone (2009), who highlights content focus, active learning, coherence, duration and collective participation, which lead to teacher knowledge, practice, and learner attainment. Elmore (1997) contends that schools do not improve through political and managerial interventions, but through a strong focus on instruction (more commonly understood as the processes of teaching and learning) in the school.

Elmore (1997) regards the principal as the key contributor to the instructional improvement in schools. Elmore (1997) further argues that school improvement processes must be directly and deliberately linked to the classroom processes of teaching and learning, and emphasizes the importance of the 'instructional core', which comprises the student, the teacher and the content. These three components of the core are interdependent and in a dynamic relationship with each other. The teacher engages the learner in the presence of the content or curriculum. If one of the three parts is affected, it will have an effect on the other two parts. For example, if a teacher participates in a workshop that is relevant and improves his / her teaching skills in a particular subject, then it is likely that the learner will deepen his / her knowledge in that subject.

In order for an improvement strategy like *Jika iMfundo* to succeed, teachers and their supervisors (members of the SMT) must focus on the instructional core. Schools must develop a common instructional language, build a culture of instructional practices, and develop the knowledge and skills of teachers. However, Elmore (1997), does not focus on the skills of teachers who play an important role in the instructional core. The work of Desimone (2009), especially as it relates to what teachers need to know and do in the classroom, addresses this gap and is integrated into this conceptual framework. Teacher learning experiences can either be formal or informal. Desimone (2009) cites content focus, active learning, coherence, duration and collective participation as core characteristics of effective teacher development. It should however be noted, that researchers agree with the need to conceptualize a framework that can define important features of teacher learning experiences (Bertram, 2011).

Desimone (2009) proposes a basic model to be used in empirical causal studies of teacher PD. The proposed theory of action suggests a relationship between teacher knowledge and beliefs, classroom practice and learner outcomes. The path model of teacher learning experiences may follow these steps: teachers undergo effective PD; teachers' knowledge and skills increase/ or change their attitudes and behavior; teachers improve their content knowledge and teaching approach, or both, and learners' attainment increase. This conceptual framework encapsulates both the theory of teacher change and theory of instruction. But, most importantly, it emphasizes the link of teacher PD, content knowledge, pedagogical

knowledge, and learner attainment. Bertram (2011) contends that it is fair to acknowledge the limitations associated with the above model; these include: the role of facilitators, the contribution of curriculum material, the role of management, professional identity and teacher reflection.

The combination of Elmore (1997) and Desimone (2009) contribute towards a conceptual framework that emphasizes: content focus, active learning, coherence, duration and collective participation, which leads to increased teacher knowledge, change of instruction and improved learning. The proposed joint conceptual framework captures the theory of change and the theory of instruction. Elmore's seven principles of improvement will also be used to analyze collected data:

Principle 1: Increases in student learning occur only as a consequence of improvements in the level of content, teachers' knowledge and skill, and student engagement. The principle emphasizes the importance of a tripartite relation of the teacher, the content and the learner.

Principle 2: If you change any single element of the instructional core, you have to change the two to affect student learning. The principle highlights that you can only affect learner performance when changes occur in all three elements.

Principle 3: If you cannot see it in the core, it is not there. The importance of the core when running the large-scale improvement strategies.

Principle 4: The task predicts performance. This principle emphasizes the activities done by the learners, as the determinant of improvement.

Principle 5: The real accountability system is in the tasks that students are asked to do. Here, the importance of the classroom activities is highlighted before any improvement can be seen.

Principle 6: We learn to do the work by doing the work, not by telling other people to do the work. This principle talks to the value of leading by the example, if anything significant can be achieved.

Principle 7: Description before analysis, analysis before prediction, prediction before evaluation. Here, an emphasis is put on the time needed for the implementation of the

improvement strategy. The danger in implementing improvement strategies is to expect too much too soon.

In terms of Elmore's (1997) principle number 2, any real improvement in student learning can be ascertained when asking the following questions:

- How does the toolkit affect teachers' knowledge?
- How does it contribute to the level of content in the classroom?
- How does it affect the role of the learner in the instructional process?
- How does it affect the relationship between the teacher, the learner and the content?

## **2.7 CONCLUSION**

This chapter dealt with the definition of instructional leadership, teacher learning, SMT and Jika iMfundo, which are key terms used in the study. It also looked at Desimone's (2009) pathway model of professional teacher development, as a conceptual framework to analyze the experiences of the SMT when using the toolkit. Lastly, Elmore's (1997) view of improvement was also used to compliment the pathway model of professional teacher development.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

This chapter explains how the research was carried out. The research methodology and design used to facilitate the research will be discussed. The instruments employed in the study will be detailed, focusing on their advantages and disadvantages. The issues of ethics, the trustworthiness of the research and the limitations of the study will also be covered. Lastly, literature that is relevant to the various aspects of methodology and design is used to elucidate and validate the choices made.

The key research questions guiding this study were:

- What are the School Management Team's learning experiences of using the Jika iMfundo toolkit and training to improve curriculum coverage?
- To what extent do SMTs perceive their use of the Jika iMfundo toolkit and training contributed to change their practices?
- What challenges do SMTs experience when using the Jika iMfundo toolkit and training to improve curriculum coverage?

To satisfy the aim and the research questions of this study, semi-structured interviews and document analysis were conducted to collect data.

#### **3.2 THE RESEARCH PARADIGM**

According to Bassey (1999, p.42), a paradigm is "a network of coherent ideas about the nature of the world and of the functions of researchers which are adhered to by a group of researchers, conditions and patterns of their thinking that underpins their research actions". Different paradigms are used by researchers to understand social reality, which can either be positivist, critical or interpretive. This study has followed an interpretive paradigm.

The researcher believes that the interpretive paradigm holds that the world is subjective and is associated with the nature of knowledge that is socially constructed.

According to Henning (2004, p.20), the interpretive paradigm is premised on the assumption that “knowledge is gained, or at least filtered, through social constructions such as language and shared meanings”. This paradigm relies on knowledge that is coined from how people describe their intentions, beliefs, values and reasons, meaning and self-understanding. The interpretive paradigm holds that reality is personal and also individualistic, and is in line with each person’s set of circumstances and experiences.

This study, therefore, leans towards the interpretive paradigm, as it explores the learning experiences of the SMT members. It explores their personal views, observations and responses in understanding their learning experiences when using the Jika iMfundo toolkit to support teachers. The study also explores SMT attitudes about using the toolkit, and allows them to compare the period before and after the advent of Jika iMfundo. Shalem (2003) contends: “Knowledge is comprised of multiple sets of interpretations that are part of the social and cultural context in which it occurs”. There is a reasonable expectation that the SMT members would have different interpretations when comparing the period before and after the use of the Jika iMfundo toolkit. The question would also be whether the use of the toolkit does contribute to improvement in curriculum coverage.

Given the nature of this study and its focus on changed practices by the SMT when using the Jika iMfundo toolkit and training, the study is located within the interpretive paradigm. The SMT’s daily experiences in supporting and supervising teachers are explored with a specific reference to the use of toolkit and training. The study also explores the extent of the shift in the curriculum coverage, with the intention of improving the learning outcomes.

### **3.2.1 A Qualitative Approach**

A qualitative research approach will be used in this study. White (2005) defines the qualitative approach as a collection of inquiry methods of data collection, which relies on verbal, visual, tactile and auditory data. The research problem, in this study, is found in the teachers' real world. The participants will be giving an account of their daily experiences in supporting and monitoring the teachers' work. Qualitative research is characterised by interviews, observations and description of a limited number of cases.

As the aim of this study was to explore the learning experiences of the SMT members who participated in the Jika iMfundo campaign, a qualitative approach was considered appropriate, as it can help the researcher to explore and understand how the participants make sense of their context and content. Qualitative research also enables the probing for deep understanding by the participants, rather than reliance on incidental relations. It provides space for the participants to not only share their experiences but also to expand their ideas. It also enables the researcher to adapt the questions when necessary (Cresswell, 2010). Consequently, I was able to adapt the data generation instruments to suit the needs of the participants, because of the flexibility of the qualitative approach to research.

The aim of this study was to explore the changes in the leadership, supervision, monitoring, supporting, and associated roles played by the SMT. The data also seems to suggest the shifts in a number of the focus areas of the SMTs dealing with the leadership and management of the teachers' work. This study relied on collecting data through semi-structured interviews and document analysis. As a result, the study was able to draw rich data on the use of the toolkit and training by the SMTs.

### **3.3 A CASE STUDY RESEARCH DESIGN**

A research design is an outline of the stages of the entire research process and all other important milestones in data collection and data analysis (Leedy, 2005). It also means that research design is a system of how the researcher logically gathers and explores data necessary to respond to the research questions. Bertram (2011) argues that research

observation is planned and systematic. The main aim of the research design is to plan a research project to assume a particular structure and maximize the trustworthiness of the research findings. The aim of this study was to explore the SMTs learning experiences with the use of the Jika iMfundo toolkit and training.

This study adopted a case study research design as a technique of investigation. A case can be one instance of a multi-faceted system, such as a learner, a group of participants, a class of learners, a site or a community. A case study can also be defined as a systematic and in-depth study of a specific case in a particular situation. It can also be referred to as a complete, methodological and systematic study of a singular case in its environment. A case may be a school, a country, a classroom, a programme, a process a series of development of events (Bertram, 2011). The above definitions suggest that this study qualifies as a case study, as it looks at the SMT of one particular school. The case study aims to illustrate any chosen and particular setting. It is also descriptive in nature. Bertram (2011) further believes that a case can be used to develop an assertion for more evidence development.

Yin (1994) explains that a case study investigates a contemporary phenomenon in its real-world setting. This study is examines the learning experiences of the SMT in its school environment. Secondly, Yin (1994) argues that a case study has a particular design and data collection features. This affects how data triangulation assists to explain technical nuances. This study, therefore, selected the SMT of one primary school, comprising five members. The data gleaned from each one of them has to be compared in order to arrive at a common understanding of their learning experiences.

### **3.4 POPULATION AND SAMPLE**

#### **3.4.1 POPULATION**

White (2005) defines a population as a group of elements or causes, like individuals, objects or events, which conform to particular criteria. This study has a population of about 500 SMT members found in two pilot districts, Pinetown and King Cetshwayo.

### **3.4.2 SAMPLE**

A sample is taken of the population and included in the research. This can be seen as the subject of measurements derived from a population in which the study is conducted.

In this study, purposive sampling was used to identify five SMT members of a school in Pinetown District. Purposive sampling was applied where subjects were identified because of their expertise in a particular topic. Ball (2012) contends that purposive sampling is ideal where participants have in-depth knowledge about particular issues, by virtue of their specific roles, power, and access to networks, expertise and experience. This sampling strategy seemed relevant as the participants had the knowledge, the experience of and perceptions about the research topic.

The identified school and participants had been part of the pilot project since the inception of the Jika iMfundo campaign. The SMT of the selected school was able to reflect on their practices and share their experiences in using the toolkit and knowledge gained from training. Purposive sampling was thus found useful to understand information about the participants without a need to generalize (Lashway, 2002, p.242). Hence, purposive sampling was chosen for use in this study.

Purposive sampling was found most relevant in this study as all the participants have the knowledge and participate in Jika iMfundo. This study elected to use purposive sample because the school falls into the category of the 'early adopters' and are active participants in the Jika iMfundo campaign. There is a belief that they are using the Jika iMfundo toolkit as part of their day-to-day management. As the study is exploring the learning experiences of the SMT, they should possess a fair knowledge and exposure enough to respond to the research questions. The SMT and the entire school are expected to have adopted the Jika iMfundo toolkit as a school practice.

### **3.5 DATA GENERATION METHODS**

Data is the information or testimony that is collected in order to derive answers to identified research questions. Government statistics, interview scripts and video recordings can be cited as examples of data that appears in a variety of shapes and forms. Bertram (2011) refers to data collection as a process of assembling bits of information in order to confirm or refute the stated proposition. Data gathering, in this study, was done through interviews and document analysis. The two instruments complement each other, as the document analysis can assist by providing additional insights or verifying information that may arise from the interviews.

The interview will give the participants an opportunity to air their perceptions of the toolkit and training, and also allow space to talk about their ideas of improving curriculum coverage. The researcher may also rely on the document analysis to discover some trends, positive or negative, on the use of the toolkit. Literature study will help to use educational theories to understand the research topic and derive the associated educational implications.

#### **3.5.1 SEMI-STRUCTURED INTERVIEWS**

Qualitative researchers conduct face-to-face interaction with a selected number of participants. Semi-structured interviews are the main methods of data collection. White (2005, p.104) describes interviews as: “Open response questions to obtain participants’ opinions and reactions – how individuals experience their world and how they explain or make sense of the important events in their lives”. An interpretive paradigm is associated with data analysis, in a qualitative approach, involving the categorisation of findings. This approach is useful because it accommodates a deeper understanding of the learning experiences happening in the real world of the management of teaching and learning. It is expected that the participants can easily relate their daily experiences of supporting, supervising and monitoring teachers’ work.

The interview is conducted in a face-to-face meeting between the researcher and the participant. In this study, the semi-structured interviews were conducted to allow the participants to share their experiences of using the toolkit when monitoring and supporting teachers. Literature provides many advantages and disadvantages of interviews. Amongst the advantages White (2005) indicates are: flexibility, better response rate, observed non-verbal behaviour, no element of cheating and that completeness is assured. Conversely, the disadvantages include that interviews are; time-consuming, costly, biased, less anonymous, and dependent on timing and environment.

The main data gathering instrument used in this study was the semi-structured interview. This is made up of pre-determined questions that allow space for probing, posing additional and follow-up questions and clarifications. Cohen, Manion and Morrison (2007) describe semi-structured interviews as open situations that allow for greater freedom and flexibility. The participants got an opportunity to express their views freely and openly, and also to share their experiences in using the Jika iMfundo toolkit.

An interview schedule was prepared to guide the process and elicit rich data. The schedule is also useful in that it maximises the use of limited time and helps to generate a focused engagement. Open-ended questions were used, which are defined by Cohen, et al. (2007) as questions that put a minimum hurdle on the responses and the manner of expression while providing a frame of reference to the discussion. The interviews succeeded in eliciting detailed information about the knowledge, skills and experiences of SMT in using the toolkit when supervising and supporting teachers.

The use of tape recordings was negotiated with the participants to facilitate accurate collection and storage of data. Anderson and Arsenault (2005) argue that while tape recordings are normally useful, they miss out on capturing body language, and some participants may be intimidated by them. The researcher strived to meet the quality criteria and prepared short questions that allowed for long responses and follow up questions that could be used to clarify answers, where necessary. Cohen, et al. (2007) cite the subjectivity of the researcher as a disadvantage of the semi-structured interview, as a method of data

collection. While the literature indicates that semi-structured interviews is a method that allows the researcher to probe and encourage the participant, it also applauds it for permitting the participant to add to or amend the responses (Cohen, et al., 2007).

### **3.5.2 DOCUMENT ANALYSIS**

Cohen, et al., (2011), believe that semi-structured interviews with teachers about teaching practices can be complemented by document analysis to obtain additional evidence. Therefore, in this study, both these methods were deliberately selected to gather data. A document is a record of an event or a process. The SMT uses files to store records as proof of supervision of teachers' work. The SMT management files can be classified as primary documents because they are a direct recording of events or process.

### **3.6 DATA ANALYSIS**

Data analysis means interpreting the raw data with the aim of bringing meaning and order of all information collected. Qualitative data analysis involves reading, interpreting and classifying of the acquired data. In this study, the interview was used to clarify issues observed through the document analysis. Responses were interpreted and classified using themes. This is called thematic analysis. Tape recorded data was transcribed into narrative text. Niewenhuis (2007) advises that a word-for-word transcription is important to minimise researcher bias.

Cohen, et al. (2007, p.365) argued: "It is important to transcribe interviews accurately to avoid data loss, distortion and the reduction of multiple truths and mitigate the power of the researcher as the sole interpreter of data". The transcripts were made available to the participants to verify their opinions and views expressed during the interview. The researcher also personally contacted the participants to verify information, in cases of doubt or lack of clarity.

Thematic analysis was found to be relevant for this study as it is interpretive and qualitative in character. Original information was coded and organised into categories. Wellington (2015) describes thematic analysis as a collation, summarization, coding and sorting of qualitative data into themes, clusters and categories. Gall, Gall, and Borg (2005) refer to this arrangement as interpretational analysis, which involves “a systematic set of procedures to classify the data into important themes, constructs and patterns”.

Data was organised according to the recommendation of McMillan and Schumacher (2010). This assisted the researcher to read all the transcripts more than once to identify the units of analysis or common themes. Data was coded to classify it into common themes. Coding was done as guided by Cohen, et al. (2007), where they argue that code is a word used by the researcher to easily identify the meaning of the clues presented by the participants. Ideas that were deemed similar were grouped together and collated into themes that emerged from the interviews and document analysis.

Data classification turned out to be a daunting task because of blurred borders between the SMT practices. For example, it was not easy to differentiate between supporting, supervising and monitoring, as indicated during the interviews. The other challenge, although minor, emanated from that the study was based on the joint conceptualisation of Desimone (2009) and Elmore (1997). Desimone (2009) identifies content focus, active learning, coherence, duration and collective participation as core features of effective teacher learning. While Elmore (1997) believes that the “student, content and teacher combined contribute to teacher PD and improved learner outcomes”. The researcher had to create a correlation between: content knowledge and content; pedagogy and the teacher; and learning outcomes and student (Elmore, 1997; Desimone, 2009).

### **3.8 ENSURING TRUSTWORTHINESS OF THE STUDY**

In this study, an assurance had to be made to demonstrate that data analysis was rigorous, hence this section deals with issues of validity, reliability and objectivity of the study.

According to Fraser, et al., (2007), ensuring rigour during the study is also meant to convince a cohort of researchers who always cast doubt on the qualitative analysis. In this, I attempted to ensure validity by coining the interview schedule to focus on content validity, using questions that elicit information related to the research questions. The above is supported by Cohen, et al., (2007, p107) when they argue that “internal validity seeks to demonstrate that the explanation of a particular event, issue or set of data which a piece of research provides can actually be sustained by the data”. (Refer to Appendix F.)

Trustworthiness was further demonstrated in this study through the use of a reflective journal to protect myself from researcher bias. Furthermore, as part of the trustworthiness of this study, I had to attempt to achieve credibility by transcribing all the interviews from the tape recordings. Although it turned out to be a difficult task, it was worth capturing the sentiments of the participants. According to Cohen, et al., (2007), the creation of data transcripts assists in reducing the potential of data loss, distortion and dilution of complex information. I also allowed the participants a second opportunity to share their thoughts and opinions.

To ensure dependability, triangulation was used. Cohen, et al, (2007, p.141) contend that “triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behaviour”. Thus, I did cross-checking of the responses obtained during interviews and the data gathered during document analysis. Themes identified from the interviews were corroborated by the evidence gleaned from the document analysis

In order to address confirmability, the participants’ information was also verified and clarified through follow-up telephonic conversations during the data analysis stage. During the interview sessions, I had to create space for the participants to express themselves without interjections and input from my side. This approach assisted in reducing researcher bias and not allowing the information I might have to influence the presentation by the participants. I had to consciously desist from using leading statements and allow participants to talk freely and honestly.

### **3.7 ETHICAL CONSIDERATIONS**

According to Cohen, et al., (2007), ethical science research must always be underpinned by the principles of autonomy, non-maleficence and beneficence. This suggests that the researcher must uphold the personal freedom of the participants, at all times, during the research. The participants should take part in the study out of their own free will, and should in no way feel pressured or coerced into participating in the activities of the study. McMillan and Schumacher (2010) warn that the participants should in no way be harmed or made to believe that they stand to benefit directly or indirectly from the study.

According to McMillan and Schumacher (2001), a credible research design does not only mean a selection of good participants and effective strategies, but, more importantly, it also involves strict adherence to research ethics. This suggests that the researcher will abide by the ethical rules of research in her pursuit of the information. As a result, in conducting this study, the researcher upheld the principles of autonomy, non-maleficence and beneficence.

In order to adhere to these principles, the researcher ensured that the relevant authorities were approached for the necessary permission, prior to undertaking the study. Firstly, a formal ethical clearance certificate was obtained from UKZN Faculty Research Committee. (Refer to Appendix A.) A formal authorisation from the Head of Department (HOD) of KZNDOE was also sourced. (Refer to Appendix B.) Lastly, permission was also obtained from the school principal and the participants to conduct the study in the school and the participation of the SMT members. (Refer to appendices C and D.)

The SMT members of the school were individually approached and given all the information about the study. After an explanation of the study, the SMT members signed the consent letters and the declaration forms to guarantee their autonomy of participation. The participants were made to understand that their participation was voluntary, and they were free to withdraw it at any time, without any negative consequences to them. It was explained to them that the data they were sharing was treated with the strictest confidentiality and that

their identities were concealed by not declaring their names. Further, they were assured that the name of their school would also be protected even during the write-up of the document. To sustain ethical conduct, the participants were tape-recorded in privacy, and with their permission. An assurance was also given to the participants that all the data collected would be stored safely and would not be used for any other purposes.

This was aimed at generating knowledge that will be related to the benefits, if any, associated with the use of the Jika iMfundo toolkit and training by the SMT. In line with the principle of beneficence, participants were informed that there was no direct or indirect benefit that they would get by participating in the study. This is in line with a sentiment expressed by Cohen, et al., (2007), who maintains that the benefit that participants obtain from the study is the satisfaction associated with its contribution to the body of knowledge. This study aimed to generate insight and understanding of the change in practice by the SMT when they use the toolkit and employ the skills acquired from the training.

### **3.9 CONCLUSION**

This chapter dealt with the research design and methodology used in this study. In addition, the research paradigm and the sampling procedures were discussed. This is an interpretive and qualitative study that explored the learning experiences of the SMT when using the Jika iMfundo toolkit. The data collection methods used were semi-structured interviews and document analysis. Lastly, this chapter also looked at ethical issues and the limitations of the study.

## **CHAPTER 4**

### **PRESENTATION AND DISCUSSION OF FINDINGS**

#### **4.1 INTRODUCTION**

This chapter focuses on presenting the qualitative data for this study, which was obtained through semi-structured interviews and document analysis. The purpose of this study was to explore the SMT's learning experiences with the use of the Jika iMfundo toolkit. The original data contained in the transcripts was subjected to units of analysis that showed common themes from the data. Coding procedures and classification were used to obtain themes that accurately depict the views of the participants. Direct excerpts from the interviews were also selected to demonstrate the emerging trends and illustrate the views of participants on the use of the Jika iMfundo toolkit and the training. Lastly, I identify the two challenges - multi-level teaching and over-crowding - identified by all respondents in relation to the main research questions.

Firstly, I start by presenting the profile of the school. I also present the profiles of the five SMT members who were interviewed in the study. I intended to paint a picture of their similarities and uniqueness in terms of their teaching experiences and more specifically, their experiences as members of the SMT, particularly in the same school. Later, I then discuss the following themes: leadership, supporting and monitoring, learner assessment, curriculum coverage, staff development, curriculum planning and management, multi-level teaching and over-crowding, identified by all participants in responding to the main research questions indicated below.

#### **KEY RESEARCH QUESTION**

What are the learning experiences of the SMT regarding the use of the Jika iMfundo toolkit and training?

## **CRITICAL QUESTIONS**

- What are the SMTs learning experiences in terms of using the Jika iMfundo toolkit and the training to improve curriculum coverage?
- To what extent do SMTs believe that their use of the Jika iMfundo toolkit and training have contributed to changing their practices?
- What challenges did SMTs experience when using the Jika iMfundo toolkit and training to improve curriculum coverage?

## **4.2 RESEARCH CONTEXT**

The study was undertaken in a primary school situated in a township, on the periphery of a city. The school was deliberately chosen to ascertain the viability of the intervention programmes, especially in schools prone to disturbances to the normal teaching and learning. The school, by virtue of its location was part of the pilot of the Jika iMfundo campaign since 2015, and fitted properly the in sample of schools to be considered for this study.

While literature has revealed that once-off workshops cannot assist teacher learning and development, the Jika iMfundo campaign appears different. The use of the Jika iMfundo toolkit is in line with Desimone (2009) argument that interventions have to be: coherent, have content focus, have active learning, take sufficient duration and promote collective participation. At the same time, Elmore (1997) posits that meaningful intervention should focus on content, teacher and the student.

During the interview with the principal, he allow me to access the school records, which revealed that the school was established as a training college in 1975. This was also confirmed through document analysis. In 1978, the school was converted into a primary

school, with grades 1-4, after the college was moved to new premises. It was further revealed that grades 5 and 6 were added in 1979, making it a combined school until 1991, when the higher primary school moved to new premises. The school records also indicated that, the school introduced grade R in year 2000 and qualified for a deputy-principal post. The school records further confirmed that in 2017, there were 899 learners, 21 state-paid teachers, three grade R practitioners and four non-teaching staff. The principal proudly mentioned that the school motto is “Striving for Excellence”.

The community around the school was predominantly lower to middle class, normally found in a township. Most parents work in town, commuting daily, in the morning and afternoon. According to the principal, the school was an attraction to learners and parents from even far off residential areas. This was evidenced by the number of mini-buses and bakkies that transport learners to and from the school. The principal reported that the school was dealing with parents who demanded admission for their children to the school, despite the distance from home to school. *“The parents appreciate the standard of teaching and learning in the school”*, the principal added. The principal reported that parents also supported the quarterly meetings, which informed them about the academic performance of their children.

The principal believed that one of the strategies that made the school succeed academically was the partnership that the school had with the senior primary school that absorbed their learners. The two schools held meetings between their HODs and a peer-tutoring programme, where learners from the senior school taught those in the junior school. Parents supported the school, as it was evident through their attendance of the parents’ meetings. This behaviour by parents was contrary to the usual way parents generally ‘boycott’ parent meetings in the township schools, as noted in the departmental records, especially during the SGB election period.

The principal and all SMT members described the school as an ‘inclusive School’. In terms of the departmental policy, an ‘inclusive school’ accommodates all learners, irrespective of the learning barriers they are suffering from. However, through interviews and spending time at the school, it could clearly be defined as a “Full-Service School”. This was a school, which caters for ‘normal and learners with mild learning disabilities’.

Because of the poverty-index of the township where the school is situated, this school as a no-fee-paying school. In terms of quintile ranking, the school is Quintile 1, and therefore qualifies to participate in the National School Nutrition Programme. This means that all learners in the school receive a nutritious meal once, every day, at school. The school, like all others, has a School Governing Body which is responsible for management of the assets and finances of the school. In terms of financial management powers, the school is classified as section 21 with function C, which gives the SGB powers to manage their own finances when purchasing Learner-Teacher Support Material and any services needed at the school.

#### **4.3 PROFILING OF THE SCHOOL MANAGEMENT TEAM (SMT)**

The following is a table giving a picture of the SMT members, as participants in this study.

**Table 1: SMT Profile**

SMT MEMBERS	GENDER	AGE CATEGORY	TEACHING EXPERIENCE	SMT EXPERIENCE	QUALIFICATION	NUMBER OF TEACHERS SUPERVISED	PHASE SPECIALISATION
1. Principal	Male	+50	+10 years	+5years	B Ed. Hons	All teaching and non-teaching staff	All phases
2. Deputy Principal	Female	+50	+10 years	+5years	Further Teachers' Diploma	All HODs and teachers	All phases
3. HOD 1	Female	+50	+10 years	-5years	Further Teachers' Diploma	4	Foundation Phase
4. HOD 2	Female	30-50	+10 years	-5years	Further Teachers' Diploma	9	Intermediate
5. HOD 3	Female	30-50	+10 years	-5years	Further Teachers' Diploma	4	Foundation

#### 4.4 PRESENTATION OF THE FINDINGS

The study purports to investigate the learning experiences of SMTs when using the Jika iMfundo toolkit and training. In an attempt to unpack the learning experiences of the SMT the study used the following questions:

- What are the learning experiences of SMTs who use the Jika iMfundo toolkit and training to improve curriculum coverage?
- To what extent do SMTs believe that the use of the Jika iMfundo toolkit and training have contributed to changing their practices?
- What challenges do SMTs experience when using the Jika iMfundo toolkit and training to improve curriculum coverage?

The data transcripts that were generated from the interviews resulted in the emergence of themes relating to the three research questions. These themes were linked to the learning experiences of the SMT through the use of the Jika iMfundo toolkit and training, perception of the SMT about the toolkit and training, and the challenges experienced by the SMT when using the Jika iMfundo toolkit. The emerging themes are discussed in this chapter as an attempt to answer the research questions. The next part of the chapter will attempt to identify what the participants had to say about each of the themes identified above.

#### **4.4.1. What are the learning experiences of SMTs who use the Jika iMfundo toolkit and training to improve curriculum coverage?**

According to Witten and Makole (2017) in Mthiyane et al., (2019), the Jika iMfundo campaign highlighted that teaching and learning are the core elements of schooling activities. They further contend that all line managers, starting at school level, to other supporting levels, have reconceptualised instructional leadership, in which there is a move from the bureaucratic management of structures to focusing much more on leading to strengthen teaching and improve learning in the school. Findings from this study suggest that the SMT was aware of the importance of their roles and responsibilities in supporting and supervising teachers' work. Even the officials of the Department of Education (DoE) who supported this school (circuit managers and subject advisors) have started to redefine their supporting role to impact on the curriculum delivery.

During the interview, the principal lauded the development of a work ethic that promotes collegiality and synergy in managing the curriculum. In support of this assertion, HOD 2 stated: *“We always knew our roles and responsibilities are from referring to the policy documents, but we now fully understand our role in the general supervision in the school. I now understand that it is about supporting the work of the teachers in promoting teaching and learning, and assisting in areas which need improvement.”* The deputy principal supported these sentiments, adding: *“Now there is direction. Every teacher in the classroom knows the dates for every activity, including when to assess learners.”*

The principal summed this up by saying: *“Once the role of the principal becomes clearer in relation to supervision and supporting teaching and learning, it allowed us to develop a common language and work around a common purpose. I think it also built mutual accountability between the SMT and the teachers.”*

Witten and Makole (2017) emphasized that an important goal of the Jika iMfundo is to crystallize the connection between the work of the SMT and the core functions of teaching and learning at the school. Elmore (2000) refers to this as instructional leadership, hence the strong focus on SMT training on curriculum planning, management and supervision, the aim of which was to provide support to teachers in terms of curriculum coverage.

Participants agreed that instructional leadership is the connecting thread across all modules. They argued that tools are profiled as the key practice of leadership in the school driving all professional conversations. The information gleaned from document analysis and views expressed during the interviews indicated that the school had adopted the Jika iMfundo tools in its daily operations. The participants confirmed that the training had helped them to move away from a command and control approach of management to an all-inclusive management style. All the participants agreed that the training encouraged them to be open in terms of connecting with their staff members through listening and sharing information. The deputy principal shared the changes in the practices at the school by noting: *“When people know everything about their school and all the planned programmes, they develop a sense of ownership.”*

During Jika iMfundo’s professional conversations, the HOD engaged with a teacher and documented the conversation using the tools. Below is a record found when engaged in the interviews and document analysis. The copy was shown to me by the participants, as evidence that the SMT at the school had found both the training and the toolkit to be useful in facilitating curriculum coverage. (See Figure 1.) The record shows the HOD and the teacher

discussing strategies to assist identified learners with learning barriers. As part of the resolutions of the meeting, the teacher is expected to design a programme to assist these learners to catch up. For this group of learners, the teacher is compelled to delay moving on to the next topic in the syllabus, in order to allow the learners to demonstrate that they have managed the current content knowledge being taught. Further, the teacher is guided and commits to working with other staff members, in order to help the struggling learners. Therefore, the tool makes teamwork mandatory among teachers for the benefit of the learners, which has made the Jika iMfundo campaign a success at the school.

**Figure 1**

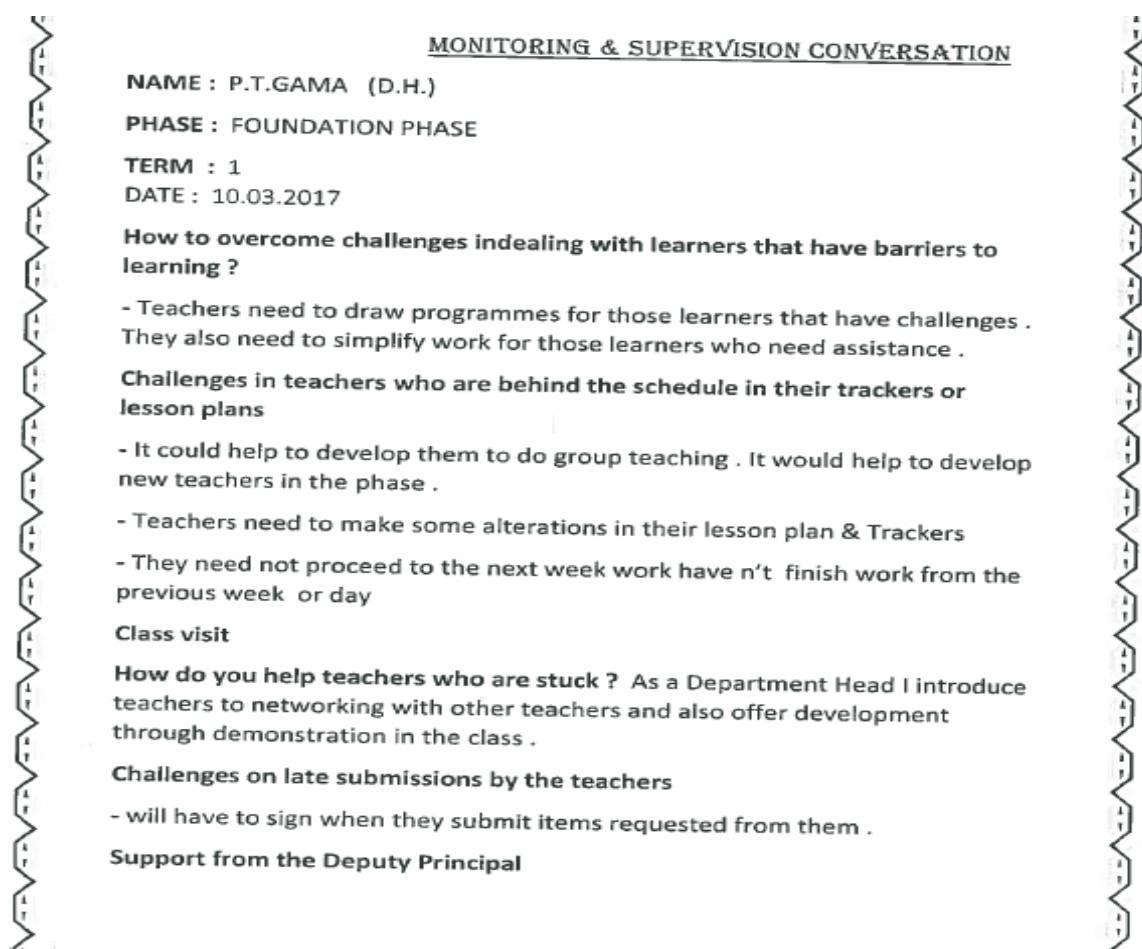
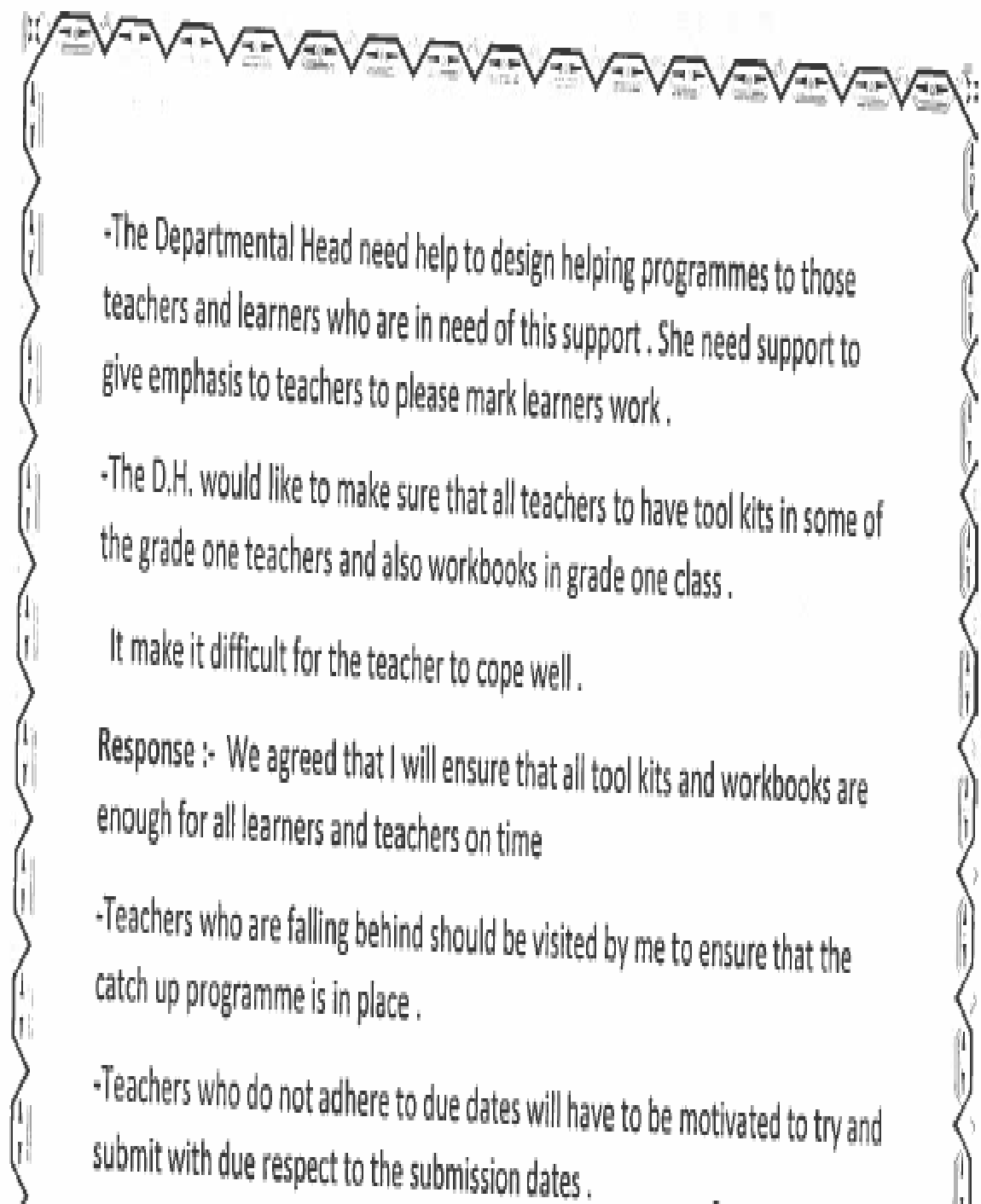


Figure 1 continued



The study revealed that the toolkit and training had assisted the school in dealing with struggling learners, which was confirmed by the deputy-principal when she indicated: *“The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community. To address barriers in the classroom, teachers should use various curriculum differentiation strategies.”*

#### **4.4.1.1 The importance of learner assessment**

According to Witten and Makole (2017), the philosophy that underpins Jika iMfundo is that it is aligned to CAPS, which emphasizes the inclusion of assessment in the teaching and learning process. They further argue that learner assessment gives an opportunity to teachers to make professional judgements on the progress that learners make in their understanding of the concepts. The deputy principal of the school that participated in this study believed that Jika iMfundo positions assessment as an important pillar in terms of monitoring curriculum coverage. According to HOD 3, *“For the first time assessment is treated as a collective, not an individual, responsibility because decisions on learner progression affect many teachers indicated that the entire SMT is monitoring ... what was taught, what was assessed, and how was the performance by learners.”*

HOD 1 maintained: *“Assessment has the ability to identify curriculum blockages and calls upon the entire SMT to come up with strategies to solve them”*. According to Metcalfe (2015), Jika iMfundo emphasises the management of assessment and usage of assessment information to arrive at decisions about curriculum coverage.

The deputy principal observed that learner assessment makes challenges with gaps in curriculum coverage easy to detect and manage. Therefore, it appears that the Jika iMfundo tools have made the management of curriculum coverage a routine task for all SMT members. HOD 1 confirmed that the school expects HODs to moderate the assessment and the marking of the learners' work. Through the use of tools, the school had migrated to teaching the full set of concepts expected in a grade in an academic year. There is now a realization that, as a part of a new school culture, teachers should not assess only what had been taught, but had to strive to cover all the concepts in the curriculum.

#### 4.4.1.2 Curriculum coverage

According to HOD 2, *“The SMT training and use of tools is geared mainly towards guiding the principal, deputy principal and HODs to supervise and support effectively to enable teachers to share their challenges and expose their shortcomings”*. In support of the above, HOD 3 mentioned *“Curriculum coverage provides a vehicle which can allow the SMT to establish routine practices of curriculum management”*. As a result, this study revealed that the engagement into the structured way of monitoring, identifying and solving problems, related to curriculum coverage, is a proper way of arriving at the professional conversations during the reflections. Therefore, the study posits that the process of learning can only be examined through structured monitoring of curriculum coverage.

All participants agreed that teachers, as part of their duties, have always reported about curriculum coverage. Whilst the principal remembered that *“By and large, it has been a common trend that reporting was taking the form of ‘ticking the box’, as a compliance measure”*. He further remarked, *“The question in the above approach has always been whether curriculum coverage, as reported, is an indicator of ‘student learning’”*. The deputy principal commented on the shift in focus in reporting about the learning process and said: *“The difference between the days of ‘scheme books’ and the Jika iMfundo campaign, is that teachers have to talk about what the learners know and can do. There should be evidence of teaching and learning when we compare the teachers’ files and the learners’ books.”*

The principal observed that he had improved his management skills by reviewing the files and minutes of departmental meetings to keep track of the implementation of the decisions taken in those meetings. To concur, HOD 3 noted the change of approach by their principal in dealing with curriculum matters. She stated: *“The principal is now talking about the curriculum with us. He is able to offer guidance to the HODs and teachers on teaching and learning matters.”*

#### 4.4.1.3 Staff development

According to Witten and Makole (2017), the Jika iMfundo campaign is premised on the belief that the school is the primary site of teacher PD. Bertram (2011) cites challenges associated with professional teacher development initiatives organised by the Department. She claims that they make the school a reasonable choice for effective professional development opportunities. Among the challenges noted are: the lack of follow-up support after the workshop, the one-size-fits-all approach to a variety of teachers from different schools, and no regard for different levels of development by teachers. In addition, Brodie (2013) maintains that PLCs are the solution, and that these emanate from the daily interactions between teachers, formally and informally, in the work environment.

Elmore (2000) maintains that teachers learn best in situations where they work under the supervision and guidance of their peers. He further argues that PD is linked to the problems and challenges that are experienced in the work environment. Through the internal accountability system, the school must create space for professional, supportive and evidence-based conversations. Elmore (1997) contends that the school, as an organisation, must conduct professional teacher development programmes, which take the teacher away from the isolation of their classrooms into collective reflection of teaching practice. Teacher collaboration can be achieved during staff development sessions.

Furthermore, the deputy principal argued, *“While the toolkit was mainly used to monitor curriculum coverage, it also contributed to professional teacher development”*. HOD 2 agreed, stating: *“Teaching practice is subjected to reflection when focusing on the quality and the quantity of curriculum coverage”*. All participants believed that the tracker had become the basis for supportive conversations, using the evidence of records and learners’ books. The SMT, based on the professional conversations, determined how teaching practice could be supported and strengthened. The deputy principal emphasised that *“Reflection sessions have become an important aspect of personal and professional teacher development”*. The participants confirmed that reflections had become part of the school culture. It appears that the management tools were used in the school to deepen professional

learning and development at the individual and team level. The deputy principal observed that:

*“The reflection session offers a special opportunity for the deeper understanding between the supervisor and the supervisee, focusing on where are the areas of development and the strong points.”* He added: *“The teachers seem to understand the role played by the HODs because of the professional engagements that take place during the reflection sessions.”*

The principal spoke about the usefulness of the supervision and planning tools to improve curriculum management at the school: *“At the moment I am able to provide evidence of work because of the tools I use and the records kept in the teachers’ and the SMT files.”*

The SMTs mentioned that they improved their supervision skills and departmental meetings were now more effective and relevant. HOD 3 mentioned: *“Our meetings have improved, by becoming shorter and to the point. The agenda ensures that everyone is on the same page and free to share ideas.”*

HOD 2 described how professional and collaborative engagement played in the supervision relationship: *“You talk to the teacher about her strengths, and at the same time you ask her how you can support her.”*

#### **4.4.1.4 Planning**

All SMT members agreed that the Jika iMfundo tools had assisted by strengthening planning and curriculum management. The principal praised the value that resulted from the development of a year plan. Within the year plan there is reflection of all teaching and learning activities, assessment plans, timetables and class visits programme. The use of tools

had also assisted to make a difference between the teaching and learning functions as the core mandate of the school, and other administrative and financial management duties.

According to the deputy principal, the principal, and HODs, the Jika iMfundo tools strengthened their focus on curriculum management. All respondents concurred that the training modules and the tools had strengthened supervision, which had led to changes in the teaching practices used at the school. The principal commented by drawing a comparison between the training received during OBE, which left SMTs feeling lost regarding what was expected of them.

He noted, *“I am now aware of all matters of teaching and learning, and can easily account to my seniors using the reports I get from the planners and trackers.”*

He further argued that the Jika iMfundo campaign’s training had increased the knowledge of planning, organizing, monitoring evaluation of teaching and learning at the school.

The principal further commented:

*“As a principal, I have shared a schedule with my SMT of when they need to submit their work. Because you cannot just wake one day and say I am checking your work today.”*

HOD 2 observed the changes of the relationships she had had with the teachers when she monitored their work.

*“We have learnt to work close to each other. And I have become understanding to their situations and they are more welcoming to my advices.”*

To that end, the principal further revealed: *“The use of tools in the school has resulted in us having more SMT meetings to check on the work of the teachers and allow the HODs to report on the progress made in their departments before taking decisions of how to support the teachers.”*

The SMT and the teachers' files showed the use of the curriculum planners and trackers to manage curriculum coverage. HOD 1 appreciated that lessons were provided on specific topics, with reference to the material to be used. She observed that: *"The planners and the trackers are linked to the DBE workbooks and the teacher's guide. They also allow time for revision, by identifying the gaps."*

Below is an example of what I found the HODs using to plan for their supervision, monitoring and supporting activities of teachers' work. The planning roster clearly alerts everyone to the "what", "who" and "when" and is expected to promote a sense of ownership of the school and the processes that are planned.

**Figure 2: Tool1**

<b>TOOL 1</b>						
<b>PLANNING CALENDER FOR 2017</b>						
<b>GRADE 3</b>						
<b>GRADE</b>	<b>TEACHERS</b>	<b>MON</b>	<b>TUES</b>	<b>WED</b>	<b>THUR</b>	<b>FRI</b>
<b>DATES</b>			<b>18.04.17</b>	<b>19.04.17</b>	<b>20.04.17</b>	<b>21.04.17</b>
	PHN.Mkhize			Observ.	F/back	▪
	S.B.Ntuli			Book		▪
	NR.Luvuno			check		▪
	NP.Msomi					▪
<b>DATES</b>		<b>24.04.17</b>	<b>25.04.17</b>	<b>26.04.17</b>	<b>27.04.17</b>	<b>28.04.17</b>
	PHN.Mkhize		❖	✓	→	•
	SB.Ntuli		❖			•
	NR.Luvuno		❖			•
	NP.Msomi		❖	✓	→	•
<b>DATES</b>		<b>01.05.17</b>	<b>02.05.17</b>	<b>03.05.17</b>	<b>04.05.17</b>	<b>05.05.17</b>
	PHN.Mkhize	•	•	•		•
	SB.Ntuli	•	•	•		•
	NR.Luvuno	•	•	•		•
	NP.Msomi	•	•	•		•
<b>DATES</b>		<b>08.05.17</b>	<b>09.05.17</b>	<b>10.05.17</b>	<b>11.05.17</b>	<b>12.05.17</b>
	PHN.Mkhize	•	❖		•	•
	SB.Ntuli	•	❖		•	•
	NR.Luvuno	•	❖		•	•
	NP.Msomi	•	❖		•	•
<b>DATES</b>		<b>15.05.17</b>	<b>16.05.17</b>	<b>17.05.17</b>	<b>18.05.17</b>	<b>19.05.17</b>
	PHN.Mkhize	•	•	•	•	•
	SB.Ntuli	•	•	•	•	•
	NR.Luvuno	•	•	•	•	•
	NP.Msomi	•	•	•	•	•
<b>DATES</b>		<b>22.05.17</b>	<b>23.05.17</b>	<b>24.05.17</b>	<b>25.05.17</b>	<b>26.05.17</b>
	PHN.Mkhize	•	❖	•	•	•

The tool above, is a demonstration planning that has become a culture in the school. The HOD gets an opportunity to plan with her team and makes everyone aware of the

expectations of the department and the school. The tool seems to indicate an example of a well-managed department at a school. All members of the department know when to meet their supervisor for monitoring and support purposes. If the tool is administered properly, it can contribute to improvement of the curriculum coverage and learner achievement.

#### **4.4.2 To what extent does the SMT believe that their use of the Jika iMfundo toolkit and training have contributed to changing their practices?**

According to Metcalfe (2015), the aim of the training programme for the SMT is, partly, to improve on the instructional leadership by focusing on the teaching and learning process. The SMTs reported to have improved in their skills to manage and monitor the curriculum. The findings of this study seem to suggest that this aim was achieved to a large extent. This was supported by the data I collected during document analysis, for example, the availability of the minutes of the staff and departmental meetings, and the teachers' files.

All the participants ascribed the improvement of the staff, the departmental meetings and supporting strategies to the tools used and the training attended. In addition, the principal commented:

*“The use of the tools in our school has helped me to pay more attention to teaching and learning. SMT meetings are held to check on the work of the HODs and teachers. The HODs can now report on the work of the teachers under their supervision”*

Like all the participants, HOD 1 discussed the tools by looking at their uses as follows: Tool 1 is for planning and focusses on time-management. HOD 1 showed me Tool 1 (see Figure 3), which shows the dates when her file was to be reviewed by the Deputy Principal, the date for the one-on-one meeting with the Deputy Principal, the date for the review of the teachers' development plan, and the date for the monitoring of progress against annual assessment. HOD 1 indicated that he found this tool very useful in planning ahead and knowing exactly what needed to be done and when it should be done.

**Figure 3: Tool 1**

<b>TOOL:1 CURRICULUM MANAGEMENT SUPERVISION PLAN: 2017</b>				
<b>TERM: 1</b>				
<b>NO.</b>	<b>TEACHER'S NAME</b>	<b>ASPECT</b>	<b>DATE</b>	<b>REMARKS</b>
1.	MEYIWA N.M	Review of DP's curriculum coverage file	20/03/2017	
		One-on-one meeting with DP	23/03/2017	
		Review of teachers development plan	27/03/2017	
		Monitoring of progress against annual assessment	30/03/2017	

Tool 2 is used for supervision that is developmental and not judgemental. The following are the attached copies of the tools discovered during the document analysis and confirmed through interviews. The principal showed me the copy of Tool 2 and explained that it guided him during his interaction with the deputy principal. It is a step-by-step guide to maintaining the conversation. The tool allowed the deputy principal to produce evidence during the meeting and the principal to offer support where necessary. The tool allowed the principal to be aware of the challenges experienced by teachers and the HODs. Therefore, the tool helped to ensure that problems did not accumulate, and that solutions assisted with curriculum delivery.

Figure 4: Tool 2

TOOL: 2 PRINCIPAL'S SUPERVISION CONVERSATION WITH DP		
NAME OF DP: MEYIWA N.M.		
KEY PRACTICE (BEHAVIOUR)	WHAT IS WORKING	WHAT NEEDS WORK
<b>I. PLANNING AND TRACKING</b>		
Does the DP has her own CURRICULUM SUPERVISION PLAN in which there is evidence of:		
• Reviewing of teacher's curriculum coverage tracking and files	Yes done on term basis	
• Checking of learners' work	Yes, once a term	
• Monitoring of progress against the annual assessment programme	Yes, done at the end of each term where Report Cards are issued and Results analysis discussed.	
After that conversation, and having reviewed your documents, how would you (the DP) rate:		
a) The DH's planning for, and tracking of, curriculum coverage		
STUCK & NEED HELP	ON TRACK	CONFIDENT & READY TO HELP OTHERS
b) How learners are succeeding in covering the curriculum?		
STUCK & NEED HELP	ON TRACK	CONFIDENT & READY TO HELP OTHERS
Now reach the consensus with the DP on the following...		
<b>What actions can you(the DP) take to improve in both of the areas above?</b>		
In the case of teachers who are falling behind because of contextual factors like, shortage of water supply, blocking of school toilet sewer, the Deputy Principal will ensure that there are turn around programmes in place for curriculum coverage.		
<b>What role would you like me (the Principal) to take in supporting you (the DP) to improve?</b>		
The Principal has to ensure that turn around programmes designed by the curriculum manager together with Departmental Heads and teachers are implemented accordingly.		

While Tool 3 is a checklist, she further pointed out that the innovation in using the tools indicate the reflection session ,which happened after the lesson, with an aim of identifying the gaps and challenges which might hinder teaching and learning. (See Figure 5.) It seemed that both training and tools assisted the deputy principal to share planning with the HODs. She indicated that she used the tools to facilitate the one-on-one meetings with the HODs with a view to assisting with identified challenges. It also appears that she also uses to diagnose learner performance, and compare teachers' files with learners' books.

**Figure 5: Tool 3**

**TOOL 3**

TOOL:3GUIDLINE-HOD CURRICULUMMANAGEMENT CHECK LIST(DISTRIBUTED AS PART OF SMT TRAINING AND COUCHING PROGRAMME)

TERM : 2      WEEK ENDING: 30.06.2017      GRADE : 3      YEAR:2017

HOD CHECK LIST		Y	N
I HAVE A REGULAR MEETING WITH THE PRINCIPAL/DEPUTY		✓	
I HAVE PHASE MEETING WITH MY TEACHERS		✓	
OUR MEETING HAVE AGREED ACTION WITH TIME FRAME		✓	
I HAVE MINUTES OF MY PHASE		✓	
I HAVE A TEACHER DEVELOPMENT PLAN		✓	

PER TEACHER CHECK LIST											
TEACHER	CURRICULUM TRACKING			ASSESSMENT		SUPERVISION					
	CURRICULUM TRACKER USE	COVERAGE ON TRACK	LESSON PLAN	ASSESSMENT PLANNED	ASSESSMENT CONDUCTED	PHASE MEETING ATTENDANCE	CLASS VISITS CONDUCTED	WORK BOOKS CHECKED	WORKBOOK S MATCH TO TEACHERS TRACK	NO OF LESSONS MISSED	
Mkhize P.H.N.	Yes	NO	Yes	Yes	Yes	Yes	Yes	NO	NO	03	
Ntuli S.B.	Yes	NO	Yes	Yes	Yes	Yes	NO	Yes	Yes	03	
Luvuno N.R.	Yes	NO	Yes	Yes	Yes	Yes	NO	Yes	Yes	04	
Msoni N.P.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	NO	Yes	00	

**NOTES(WHAT'S WORKING,WHAT'S NEED WORK,HOW MY TEAM CAN IMPROVE**

THEY NEED A DEVELOPMENT IN SMALL AREAS LIKE HOW TO USE OBSERVATION BOOK TO IDENTIFY THOSE LEARNERS WHO NEED SPECIAL ATTENTION. I WILL ASK N.P. MSOMI TO DEVELOP US EVEN ON FINISHING HER WORK. TO WORKSHOP ALL THE TEACHERS IN THE PHASE. SHE WILL ASSIST THEM BY DOING DEMONSTRATION TO OTHERS TEACHERS

SIGNATURE:HOD Mkhize      PRINCIPAL: \_\_\_\_\_      DATE: \_\_\_\_\_

**Figure 6: Results Analysis**

**END OF TERM ANALYSIS OF RESULTS**

**TERM : 2**

**GRADE : 3**

**DATE : 30.06.2017**

**FOUNDATION PHASE :**

<b>SUBJECT</b>	<b>NO. WROTE</b>	<b>NO. FAILED</b>	<b>%AGE OF ENROLMENT</b>	<b>NO PASSED</b>	<b>%AGE ENROLMENT</b>
ISIZULU	148	04	03%	144	97%
ENGLISH	148	01	01%	147	99%
MATHEMATICS	148	01	01%	147	99%
LIFE-SKILLS	148	01	01%	147	99%

**TURN AROUND STRATEGIES PER SUBJECT :**

Beginning of Term 2 teachers submitted learners with barriers in Grade 3 . Total of these learners was 7 .These learners had different learning difficulties . Most of these learners have difficulties in learning . According to the teachers records 4 learners did not meet the requirement on isiZulu . These are the learners with barriers who did not meet the requirements . I will see to it that these learners are being helped properly by insisting on teacher to do the correct procedure in observing learners and refer them to the SBST in order to further the assessment . Those who need to be refered , ask the District to take part .

# REPORT ON RESULT ANALYSIS

## FOR GRADE 3

TERM 2 2017

Teachers were told to use their observation books to identify problems for the learners who are experiencing difficulties in learning. They were told to do programmes for these learners who need help. I explained to teachers that learners are not expected to be the learner with difficult during first, second and third term then by the end of the fourth term the learner pass with flying colours. That will be the fake results. The results in Grade 3 were not bad this term hoping by the end of term 3 the number of learners do not meet the requirements will be reduced by these learners with spelling, reading, speaking and writing barriers. According to my knowledge there are 3 learners that need the referral. Those learners are Thamsanqa Mbeje in Ntuli's class, Shazi Lindela in Luvuno's class and Tshabalala Siyabonga in Msomi's class. Teachers confirmed that the rest of the learners are improving. We met with Grade 3 teachers last year to discuss the progress of their learners we came to an agreement that if the learner is not doing well, but the teacher can see that there is a room of improvement, that learner must allow that learner to repeat the Grade as long as it is for the first time repeating in the phase.

Hoping for the best next Term.

### OVERAL COMMENTS :

It is noted that results for term two have improved in all Subjects. This is a good indication as Grade three is an exit class. Those learners who still need help should be monitored closely in order to be helped as they have been identified. There is still room for improvement in this grade.

The toolkit has also assisted school teachers to analyse results at the end of the term. HOD 2 argued that this tool helped with identify concepts that prove problematic to learners and which need more attention. While HOD 3 believed that the analysis also enabled the identification of struggling learners who needed special attention. HOD 3 explained that the analysis was accompanied by the improvement strategy targeting the identified learners. She also indicated that the above arrangement allowed a clear monitoring and supporting plan to be given to the teacher. Lastly, she indicated that the tool was an important document to be presented to the School-Based-Support-Team, which focused on the programme to support learners-with-barriers to learning.

#### **4.4.2.1 Supervision**

All participants concurred that one of the main learnings gained from trainings and the use of tools, were skills to supervise and support teachers by the SMT. HOD 2 believed that she had developed the skill of supporting teachers by identifying their problems and designing programmes to build capacity. She commented that she was now clearer about “...*who, what and how to monitor...*”. In support of the above assertion, HOD 1 argued: “*These tools gave me a greater confidence in my role of supporting teachers. I am now very clear what to focus on when looking at the learners’ books or conducting a departmental meeting. Teachers have also accepted my role of supporting and supervising them.*”

While the principal pointed out that he had gained the skill and the approach of conducting one-on-one meetings with SMTs and teachers, he also boasted to have developed the method of unpacking and discussing issues, then developing time-bound action plans. He strongly asserted that the use of tools could assist all schools and teachers to improve in their performance and had this to say: “*The beauty of the tools is that it makes it clear for the SMT what to do when supervising and supporting teachers, especially during the reflection sessions.*” From the interviews with the participants and the document analysis, it appeared that the Jika iMfundo campaign was aimed at ensuring that all line managers focused on the curriculum, and the toolkit assisted them to do this. The tools enforced the teaching and learning process to be at the centre of all activities.

This study posits that leadership is the key to effective curriculum delivery and management in a school. According to the NECT Annual Report (2016), in South Africa, more attention is given to the value that school leaders bring to the improvement of the quality of education. Thus, this study focused into the roles of the SMT in supporting teachers to carry out their duties. Further, the KZNDoE believes that the SMT is tasked with a responsibility to establish a conducive environment to teaching and learning so that both take place unhindered. In addition, the principal of the school commented: *“The Jika iMfundo Campaign has helped me to be a better leader and manager. SMT meetings now focus on planning and teamwork. The discussions are about what strategies work and do not work in the management of teaching and learning.”*

#### **4.4.2.2 Professional conversations**

According to deputy principal, the Jika iMfundo Campaign provided training and support to the SMT and allowed them to assist teachers achieve curriculum coverage. She further presented that during the training sessions, the focus was that SMT should support teaching and learning. Most of the participants agreed that they found the professional conversations helpful. For example, HOD 1 asserted, *“My relationship with the teachers has improved and the curriculum coverage has also improved”*. HOD 2 concurred by noting, *“The one-on-one conversations with teachers are fruitful to me and the teacher”*. Likewise, the principal observed, *“The beauty of the conversations is to for the teacher to bring evidence of her work which makes the discussions professional”*. Furthermore, the deputy principal observed, *“Tool 2 assists to structure the meeting and helps the teacher not to be defensive while the HOD cannot be judgemental”*.

On the same note, Elmore (2000) argues that instructional leadership focuses on the quality of teaching and learning, supervision of curriculum delivery, making quality teaching resources available and modelling effective teaching practices. He further cites Lashway (2002), who argues that leadership involves:

- Developing and promoting an instructional vision in the school.
- Building and managing a collaborative school culture that is conducive to having conversations about teaching and learning.

- Allocating resources to support and enable instructional practice.
- Supporting teacher growth and development.
- Focusing on the monitoring and assessing of instruction.
- Establishing a school climate in which discipline is connected to instructional issues.

The deputy principal maintained that the role of the SMT is to lead and manage improvement in the school. Therefore, she firmly believed that all school improvement processes should be directly and purposefully linked to teaching and learning programmes. Elmore (2000) notes that principals cannot adequately manage the schools as individuals. They need a leadership style where responsibility is shared based on expertise and areas of specialisation among members of the SMT. The study reveals that the leadership focus, in terms of managing teaching and learning, is not the task of the principal alone. All participants agreed that leadership at their school was dispersed across the SMT with the principal focusing on creating a more conducive environment for effective teaching and learning. As a result, HOD 3 made the following comments: *“The principal has become more connected to his SMT. He now talks the language of learning and teaching. He is now hands-on and encourages the deputy principal to help the HODs.”*

It is notable that the Jika iMfundo campaign aims to re-focus the SMT on curriculum management, which should result in the institutionalization of curriculum management processes. All participants confirmed that the training conducted and tools given to the SMT aimed at strengthening the supervision of the work done by the teachers. It appeared that after attending the workshops, the SMT members claimed to have a better understanding of curriculum policy and improved their ability to plan, organize, monitor and reflect on teaching and learning activities. To explain this, the principal shared with a smile:

*“You know, now I am aware of all issues of curriculum delivery, and I can account from an informed position, because I get reports now and then.”*

He continued while, touching the documents in front of him:

*“At the present moment, I can give you the proof of the work that I generate using the tools that I use to record in my file.”*

The principal pointed out that the important aspect of leadership relates to the responsibilities of the SMT, as a collective, and individually. The interviews revealed that besides the SMT being aware of their expected roles and responsibilities. The Jika iMfundo campaign assisted them by making them practical when using the tools. It seems that all participants believed that both the training and the tools made their managing and leading the school easier. The deputy principal noted that the SMT could now easily support teachers and engage in the professional conversations during the reflection sessions. Further, she mentioned the resources that were shared at the workshops that assist to “... *diagnose the teacher and the learner performance, especially during the reflection sessions.*”

The study further revealed an overlap of the role played by the SMT when monitoring, supervising and supporting. The evidence (Tool 2) is a record of a professional and supportive conversation between the HOD and a teacher. Indicated in the form is a step-by-step engagement with an aim of improving the curriculum coverage. The tool is an example of the overlap that exists within the identified themes in this study. During the professional conversation, the HOD supported and monitored the work of the teacher and the learners. In this tool, the HOD advised the teacher to participate in the ‘network’ of teachers as part of staff development. The tool also served as a record that could be presented to any official as proof that the HOD had had an opportunity to discuss the challenges experienced by the teacher. Consequently, the tool also assisted the teacher as a reference document in terms of her own development.

Figure 7: Tool 2

**TOOL 2 : GUIDELINES HOD SUPERVISION CONVERSATION WITH THE TEACHER**

**2017**

TEACHER : P .H.N MKHIZE

CLASS VISIT DATE : 11.08.2017

SUBJECT : ISIZULU

**1. PLANNING & TRACKING THE CURRICULUM**

**1.1. USE OF TRACKER :** The tracker was properly used .

**1.2. USE OF TRACKER TO TRACK THE COMPLETION OF TOPIC :** Recording tells that the topic is completed . Signing of trackers every Fridays .

**1.3. USE OF TRACKER TO REFLECT WHATS WORKING AND WHAT CAN BE IMPROVED :** The teacher always reflects on what's working and what can be improved . What she needs to do more is to refer to the questioner that they were given from module 8 . They always reflect on a lesson . We need to see the reflections also in CAPS curriculum coverage . They need to reflect on the purpose of the lesson , homework , use of time , classroom atmosphere e t c . On her reflection it must appear what is going on with Ndlovu Zothas' performance since he is repeating the grade and during first term he was struggling . Update is needed in order to follow whether the learner needs more assistance .

**1. HAS THE HOMEWORK COMPLETION BEEN MONITORED :** The teacher started by reviewing homework with her learners . There are those learners who are lacking parental involvement . The teacher assisted those learners .

**2. LESSON PREPARATION :** Lesson preparation was done accordingly .

**2.1. EVIDENCE OF CLEAR PLANNING FOR THE LESSON :** Yes there was evidence of the lesson plan .

**2.2. EVIDENCE OF THE USE OF RESOURCES PROVIDED :** All the resources needed were available .

**3. ASSESSEMENT :** All the assessments are up to date the teacher submits assessment together with memoranda to be moderated before they write .

**1.2. COMPLETION OF ASSESSEMENT AS PER PLAN : .3. REFLECTION ON THE RANGE OF LEARNERS PERFORMANCE :** I will focus on Zothas' case . His performance is improving . During class visit I discussed his performance with his teacher , she confirmed that there is a lot of improvement . He is able to write and concentrate . Other learners performance is on track . They are performing well .

AFTER CONVERSATION, AND HAVING REVIEWED YOUR DOCUMENT, HOW WOULD YOU RATE :

(a) Your planning for, and Tracking

<input type="checkbox"/> STUCK & NEED HELP	<input type="checkbox"/> ON TRACK	<input checked="" type="checkbox"/> GREATE & READY TO HELP OTHERS
---	--------------------------------------	--

(b) How well your learners are succeeding in covering the curriculum ?

<input type="checkbox"/> STUCK & NEED HELP	<input checked="" type="checkbox"/> ON TRACKS	<input type="checkbox"/> GREATE & READY TO HELP OTHERS
---	--	---

NOW REACH THE CONSENSUS WITH THE TEACHER ON THE FOLLOWING:

1. What action can you take to improve in both of the areas above?

Network with other colleagues to get more information in my grade as well as from other schools.

2. What role would you like me to take in supporting you to improve?

I would like my DH to help me with monitoring learners workbooks

OVERAL COMMENT : (D.P.)

Arrangements for networking with colleagues will be done for you. Could you please supervise learners when using workbook in order to make monitoring much easy to occur. Keep up the positive attitude of networking with colleagues.

Mkhize

According to the report by Metcalf (2015) it emphasises that Jika iMfundo aims at improving learning outcomes by increasing curriculum coverage. The report suggests that this would be achieved by providing teachers with a toolkit comprising planners and trackers to and supporting them to track coverage. Furthermore, tools are used to identify gaps in curriculum coverage and to respond accordingly. In addition, training and support are given to SMT members in order to respond more effectively to and support the teachers in improving curriculum coverage.

#### **4.4.3 What challenges do SMTs experience in using the Jika iMfundo toolkit and training to improve curriculum coverage?**

When I asked the SMT participants about the challenges they experienced when using the Jika iMfundo toolkit, they mentioned two key challenges, namely: multi-level teaching and over-crowding. These findings are presented in the section that follows.

##### **4.4.3.1 Multi-Level Teaching**

According to Metcalfe (2015), the Jika iMfundo Campaign elevates curriculum coverage as a change agent, hence the design of trackers and planners in line with CAPS. All participants appreciated the fact that planning assisted with the pacing of teaching, but observed that it did not cater for slow learners. The principal believed in the pedagogical understanding that learners are not the same and will progress differently. However, he observed that using both trackers and planners as Jika iMfundo tools, may result in other learners being left behind. The difficult choice that the teacher is presented with is to keep track using the curriculum planner and tracker or assist slow learners to catch up. The participants were also in agreement that teachers, including the SMT, were not trained adequately to implement curriculum differentiated teaching strategies. HOD 1 laments: *“Learners are not the same, some need a little more time to be taken through some parts of the content.”*

HOD 2, who is an HOD responsible for Foundation Phase agreed: *“The tracker is too fast for our learners’ pace, sometimes. They normally need more time to understand and apply the concepts taught.”*

In agreement with the above observation, the deputy principal noted that the planners and trackers did not cater for learners with special needs, as there was only one week at the end of the academic year to consolidate the remaining parts of the curriculum. She also argued that assessment was expected to be done in the third week after schools opened, which she believed was too early, as learners were still new in the grade. To compensate for issues raised above, the school resorted to a little modification, by rescheduling the assessment. However, all the participants confirmed that the school could now boast of the completion of teaching and learning programme.

In addition, HOD 1 reported that the school had adopted the use of the observation book to record the issues of learners with special educational needs. Based on the observation book, discussions ensued which led to formulation of intervention strategies. HOD 3 revealed that the Jika iMfundo Campaign had also profiled the work done by the (ILST), the Institutional Learner Support Team in the school to identify learners with special needs and design programmes to help them. Likewise, HOD 1 believed that one positive contribution in using the tools and attending the training was: *“Grouping of learners in the classroom, according to their performance, resulting in curriculum differentiation.”*

There was a general observation from all the participants that the trackers increased confidence that the curriculum would be covered and learners would be prepared for assessments. The deputy principal concurred that the tools also assisted with the identification of learning gaps and caused teachers to do remedial teaching. HOD 3 also believed that the tracker facilitated the grade progression, with teachers knowing exactly where to start when learners entered the new grades. She noted: *“We are picking up that the tools enable learner knowledge gaps to be identified and responded to.”* While the use of the tools were generally found helpful, HOD 1 complained that the demand by the tracker to keep pace with the curriculum was leaving slow learners at a disadvantage while causing the teacher to deal with learners with a different learning ability.

#### 4.4.3.2 Over-crowding

As indicated earlier, the school under study is located in a township. A township school in South Africa will be affected by a plethora of social, economic and political influences to the detriment of education quality. Typically, township schools are usually bedevilled by poor infrastructure, lack of resources, unqualified teachers, violence and social ills. HOD 1 stated: *“We do not have enough classrooms, and the district office has not been able to help us building more classrooms.”*

It is important to note that, the school under study is sought-after by communities who would prefer this school to those in their own surroundings. This was characterised by the number of privately-paid-for vehicles that drove learners to and from the school daily. Consequently, the school was over-crowded resulting in high teacher-learner ratios in classes. While this indicated the confidence that parents had about what was happening in the school, it affected the work-load of the teachers and impacted negatively on the floor space in the school. It was understood that the school was frantically trying to source mobile classrooms to accommodate the anticipated influx of learners in the following year. The study suggested that over-crowding prevented teachers from giving learners individual attention and feedback on time about their work. The deputy principal commented: *“As the SMT members, we are overloaded and at times can’t monitor the work of some teachers. In the school, there is always one or two teachers short.”*

During the interview, the HOD 2, decried many responsibilities expected from her, which involved teaching all subjects in grade 1. In addition to the above, she had to monitor and supervise teachers, which involved conducting class visits. As HOD, she had to attend SMT meetings and report about progress of her department, and accept other delegated duties as a member of the SMT. Lastly, she was expected to conduct the departmental meetings and staff developmental programmes. She commented on the pressure she is under: *“As an HOD, I should not be teaching, because if I am in class, teaching, the supervision and supporting side is suffering.”*

Educator workload is one of the factors contributing to the high levels of stress amongst teachers, which can lead to ill-health and burnout (Emsley, Emsley & Seedat, 2009). In this regard, HOD 2 remarked: *“Most of the time, I fail to manage time, because I have so many things to do, and also a lot of paperwork to deal with. At the same time, I have learners to teach.”*

Linked to the problem of over-crowding was the issue of resources and the pressure put on the learning and teaching support material. Commenting about this, HOD 2 stated: *“Over-crowded classrooms sometimes result in learners sharing books, because of a tight school budget. The other problem is a strategy of not allowing learners to take the books home for fear of books being lost or damaged, which is also not assisting the curriculum coverage.”* Noting the problem of over-crowding as a common one in South African schools, all the participants pointed out that it discouraged effective teaching and learning. HOD 2 believed that over-crowding is a direct cause of the tight post provisioning norm (PPN), which is affecting the school badly.

PPN is an acronym for the PPN, which is a formula used to determine the number of teachers per school. She believed this to be associated with her being allocated as a class-teacher while being an HOD as well. She preferred to focus only on the management of her department, like her peers at the school. It is important to mention that HODs are expected to teach for up to 85% of their workload. To relieve HOD 2 from being a class teacher in order to focus solely on her duties as the HOD, the school was awaiting the revision of the PPN to gain 1 or 2 additional teachers in 2018, as revealed by the principal during the interview.

All SMT members agreed that over-crowding also had a negative effect on the quality of instructional leadership they could give to the school. Subsequently, the support afforded to the learners with special needs and supervision of teachers' work suffered. The principal further lamented: *“Our challenge of over-crowding is not coming with Jika iMfundo, it has been like this because parents love sending their kids here.”* While the deputy principal

observed, *“Overcrowding negates the need of giving learners homework almost daily, because it becomes unmanageable,”* she believed that the good intention of using homework to foster a relationship of communication between the parent and the teacher was diluted. Similarly, she added, *“The learners are deprived of the educational benefit of doing homework”*. Lastly, she summarised as follows: *“Homework give an opportunity to the learners to grapple with the work on their own.”*

The problem of big classes and the learners with special education needs was also articulated by HOD 3 when she said: *“I like the assessment programme for grade 1 given by Jika iMfundo, but it does not allow the slow learners to finish their work without being assisted by the teacher, especially in big classes. If classes are small, the teacher can pay attention to all learners and be sure that they are coping with the work.”*

All participants interviewed confirmed that their expected role was to engage in the professional conversations with teachers, using evidence of learners’ work. The SMT training attended by the HODs assisted in sharpening their supervisory and monitoring skills to support the use of tools. The HODs attended the ‘management and leadership training’ and ‘subject and phase-specific content training’. On average, the school records indicated that over the three years of Jika iMfundo, HODs at the school that was sampled attended six training modules and were exposed to coaching, to support their use of the tools.

The HODs believed that through tools and training, they were able to change their ways of leading, managing and supervising teachers to achieve curriculum coverage. The document analysis revealed that HODs were given tools, from the training sessions, to support their supervisory activities such as:

- Scheduling the plan to check on teachers’ work.
- Facilitating the supportive professional conversations, with evidence, to support teachers achieved curriculum coverage.

During the interviews with all participants and the analysis of their documents, it was revealed that in-between workshops they had received coaching, from the implementing agent's officials, with an aim of consolidating what was learnt in the workshops. Coaching was used as method of assisting to put into practice the theory on the professional conversations with evidence.

During workshop sessions, SMT members were schooled into methods of identifying challenges and designing solutions. Then coaching created a safe space to test their understanding and identify areas of development. HOD 3 asserted that coaching helped her to develop skills necessary to face the challenges of managing teachers while HOD 2 remembered that coaching sessions were conducted through clustering schools to allow the sharing of experiences across schools.

HOD 1 explained that another valuable form of support she could count on was content and pedagogy training that they had received for the first three terms of the year. Term 4 was exempted, as it was a busier term than the others. In any case, it turned out that subject advisors conducted the 'just-in-time' workshops to deal with content knowledge of the HODs to boost their confidence in handling curriculum leadership. The SMT of the school understood the role they were expected to play, especially because of the dire shortage of subject advisors. All HODs applauded the support they got during these sessions as it enhanced their teaching methodologies, content knowledge and practical work.

During the interview sessions, both the principal and the deputy principal revealed that they had attended workshops twice per year, for the past three years. Their training focussed on improving their knowledge and skills on: school leadership, curriculum management, inclusive education and sharing of good practices. The deputy principal maintained that the key message during their training was that they should meet HODs regularly to check on the management of curriculum coverage by teachers. While the principal believed that the emphasis during training was on the need to meet the deputy principal more often to ascertain the performance of the HODs and the teachers in improving curriculum coverage, the

principal also revealed the expectation to meet with the Circuit Manager for him to account for the performance of the school.

#### **4.5 CONCLUSION**

This chapter explored the findings that are the product of the semi-structured interviews and the document analysis which was undertaken. It also placed a strong focus on the SMT training that the respondents were exposed to, to sharpen their supervision and supportive skills. The principal, deputy principal and HODs were provided with tools and training to enhance their skills and competences to support teachers and improve curriculum coverage.

It was also revealed that besides assisting with curriculum coverage, the tools could also be used for PD. During these meetings, the target was the reflection on the quantity and the quality of the curriculum coverage. The SMT were, unfortunately not exposed to the skills to conduct the professional supportive conversations and reflect on the teaching practice. Lastly, the chapter also reflected on the effects of training provided to SMT to strengthen their skills and competencies around instructional supervision. The chapter confirms the Elmore's (1997) belief that if any intervention will succeed and result in the increase of curriculum coverage, it should deal with content, teacher and the learner. The toolkit helps to increase the skills and knowledge that SMTs have. The content is impacted upon both in the classroom and departmental meetings. When the culture at the school changes, the curriculum coverage improves.

Similarly, Desimone's (2009) five focus areas of: coherence, content focus, active learning, duration and collective participation can also find expression through the use of the Jika iMfundo toolkit. In adopting the Jika iMfundo toolkit, the school was able to improve curriculum coverage through the change in SMT practices. The use of tools made things easier for everyone through planning, monitoring and supervision of work done teachers. The change brought about by Jika iMfundo ensured that teachers are supported to adhere to their daily duties and to support learners correctly.

## **CHAPTER 5**

### **CONCLUSION AND RECOMMENDATIONS**

#### **5.1 INTRODUCTION**

The major purpose of this study was to explore the learning experiences of the SMT through using the Jika iMfundo toolkit and training. Data was collected from the participants through semi-structured interviews and document analysis. Chapter 4 presented the findings of the study and this chapter provides a discussion, recommendations and a conclusion to the study. The study placed curriculum coverage at the centre of the teaching and learning process. It further focused on the professional conversations, based on evidence, to generate interventions to improve curriculum coverage to benefit learners by improving their performance.

#### **5.2 DISCUSSION OF THE FINDINGS**

Implementation of the Jika iMfundo toolkit required strong leadership by the SMT, in order to create a common purpose among staff members. Ball (2012) posits that resistance is part of the change process as it results in fear, uncertainty and insecurity in the school. Another cause of resistance is often the revelation of old habits that were not challenged in the past. Bassey (1999) believes that resistance can lead to divisions within the staff when they are expected to do away with the old bad habits. The SMT was, therefore, expected to build an understanding of what the future would hold for the entire school, if changes were allowed to unfold.

Ball (2012) advises that the SMT are better located to drive change as they form a formal management structure in the school. But he further recommends that the SMT should deliberately create a second layer of teachers who believe in change to model and advocate the benefits of using the Jika iMfundo toolkit, which he calls a 'change agent'. The change

agents in the school under study was seemingly formed by senior teachers who, through their experience, operate between the SMT and the teachers.

## **5.2.1 General changes in the school related to teacher practice**

### **5.2.1.1 Instructional Core**

The information gathered suggested that the Jika iMfundo toolkit and training forced the school to focus on its core mandate, which is teaching and learning. The introduction of tools caused the change of practice and the provision of support to be institutionalized in the day-to-day practices across the organizational strata of the school system. Hence, there was a belief, held by all participants, that changes were observable to improve school functionality and learner performance. The study was able to establish that in this school, the SMT experienced changes in their practices in supporting and supervising teachers.

The SMT were exposed to training and the toolkit, in line with Desimone's (2009) key features of professional teacher development, which are: content focus, active learning, coherence, duration and collective participation. Further, Desimone (2009) argues for an interactive relationship of the critical features of professional teacher development, teacher knowledge and beliefs, classroom practice and improved learner performance. The study was able to suggest that the exposure of the SMT to training and the toolkit usage resulted in effective PD. Further, there was evidence that PD by the SMT increased their knowledge and skills, which resulted in the change in their attitude and beliefs regarding their roles. With changes to the attitudes, skills and knowledge, the school culture changed for the better. The study also picked up that the school was widely preferred by parents, suggesting the perception they have about improved learner performance.

The work of the SMT, the study revealed was to ensure that the instructional practice is embedded in school culture, as opposed to the compliance obligation. The school became a learning organization, underpinned by reflections and learning at a personal and team level. Kelly (2006) proposes a learning cycle characterised by; acting, observing, reflecting, planning and acting again. It became apparent that the SMT in the school have not adhered to

the expectation of a reflection sessions. There is, therefore, a need for the SMT to receive more training on the value and details of the reflection sessions.

The participants confirmed the value of tools and training focusing on curriculum coverage. The goal earmarked by the school, according to all the participants, is to improve the learning outcomes through curriculum coverage. According to Levin (2012), it is important to focus on a few things at a time to achieve change of teaching practice. Focusing on the curriculum coverage using the Jika iMfundo campaign made it easier to convince all teachers to support the initiative, despite the initial rejection of the toolkit. It was also important to note that the Jika iMfundo campaign is the targeting 'change on scale', focusing on improved curriculum coverage in all schools in the province. The school that was studied is an example of the early adopters and the change in their accountability system suggests the possibility of using the toolkit and training to ensure improvement at all schools.

## **5.2.2 Changes in the leadership practice**

### **5.2.2.1 Instructional Leadership**

The SMT claimed that the Jika iMfundo tools and training assisted them to gravitate from a leadership and management style that influences rather than controls. This study indicated the development of positive relationships within the staff that were built around a common vision of improved learning outcomes through curriculum coverage. One important goal of Jika iMfundo's theory of change is to strengthen the relationship between the work of the SMT and the core functions of teaching and learning. The participants maintained that the change in their style of management could be attributed to the training they received on how to support teachers to achieve curriculum coverage. Their observation was that instructional leadership featured heavily in all their training sessions to influence their leadership practices.

According to Elmore (1997), there are only three ways to improve learner performance at scale: focus on the teacher, the content and the learner. He strongly advises that, in order for there to be an improvement in the teaching and learning process, the focus must be on the instructional core. Therefore, this study posits that for the system-wide improvement strategy

to work, focus must be on the instructional core. In order for the above to be achieved, a deliberate programme was designed to improve the instructional core of the work done by teachers and their supervisors. It was important, in the school I studied, to ensure the use a common language in the school through using the same toolkit and training. Elmore (2000) argues that there needs to be a change that develops a connective line within and across schools. He also supports the concepts propagated by Desimone (2009) of active learning and collective participation. To that end, Elmore (2000) talks about the need for face-to-face interaction among teachers around the work in the presence of learners.

Within the instructional leadership space, the SMT seemed to have taken to heart the professional conversations with evidence, in supporting the teachers. During the class visits, there was intense focus on the teacher's files and the learners' books, as evidence of curriculum coverage. There was an expressed view by all the participants that, the class visits offered an opportunity for both the teacher and the member of the SMT to 'learn together' and improve in their practice. Hence the reported improvement in the monitoring and supporting curriculum coverage by the SMT. The above was associated with the noted growth of professional relationships between the staff at the school. The well-acknowledged buzz phrase at the school of late seems to be, "*How can I help you?*"

Evidence from the semi-structured interviews suggested that an instructional leadership focus was becoming stronger at the school. All the participants pointed out that they had a clearer picture of what was happening in the classrooms in terms of teaching and learning. The principal and the deputy principal began holding the HODs accountable for their support and monitoring by checking their minutes and files. It was easy to follow up on the decisions taken at the departmental meetings.

The HODs noted the improved relations they had with the deputy principal and the principal, through relying on the tools to give them information to discuss around teaching and learning. The principal suggested to have developed strategies to deal with teaching challenges and focus on the core of the school. With improved planning, teachers and the SMT knew exactly the expectations and the timeframes to reviewing the work. The HODs

described the deputy principal and the principal by using words like: “*reachable*”, “*approachable*”, “*responsible*” and “*accountable*”. Hence, all participants seem to agree that the staff and departmental meetings are now more productive and effective.

#### **5.2.2.2 Reciprocal Accountability**

The school seemingly have developed a relationship system of all staff members at different levels of responsibility, which Elmore (1997) refers to as “reciprocal accountability”. The concept of reciprocal accountability suggests that, in the work environment, an individual or a group of employees have an obligation to account for their responsibilities to another level. The school had a vision and goals towards which everyone was working. The failure or success in realizing the goals and the vision was checked and if support was needed to be provided. Through the *Jika iMfundo* campaign, the school seemingly aspired to cover the curriculum of each grade every year, and the SMT was tasked with the role of supporting and supervising teachers towards the attainment of the set target.

Elmore (2000) also suggests that the school should design a process for ‘internal accountability’, if it wants to improve learner performance. This sort of accountability revolves around the norms, values, expectations and processes that are understood and embraced by everyone inside of the school, and serve to facilitate the work that was done. The study was able to suggest that the internal arrangements that are unique to the school; for example, at the school, the deputy principal is referred to as a curriculum manager. This arrangement confirmed that all HODs reported to the deputy principal, which is normal. But the status she enjoyed as a curriculum manager seemed to exonerate the principal from issues of curriculum management, and when he was doing anything related to curriculum, he seemed to believe that he was assisting.

## **5.3 CHALLENGES**

### **5.3.1 Failure to accommodate learners with special needs**

The school under study positioned itself as an ‘inclusive school’, and the SMT was worried about Jika iMfundo’s failure to accommodate learners with special educational needs. The observation, from document analysis, was that the trackers were more interested in timeous coverage of the curriculum. This happened without due consideration of the pace at which learners can absorb content. All the participants were in agreement that some learners, especially grade 1, could not cope with the pace of the trackers. As the teachers kept pace with the trackers, some learners were left behind. While the toolkit was CAPS compliant, it failed to take learners with barriers to learning into consideration.

During the interviews, all participants indicated that, both the SMT and the teachers were not trained to effect the curriculum differentiation. The training should have been enhanced to ensure that the Institutional Learner Support Team (ILST) is capacitated to identify the learners with learning difficulties and designed programmes to assist learners. A strong call was made by all the participants for both the toolkit and the training to accommodate capacity-building, in order to deal with special needs learners.

### **5.3.2 Overloaded SMTs**

The workload of the school-based teachers, including the SMT, are determined by the PAM (personnel administrative measures), which suggests the SMT must have a teaching load up to 85% of the standard load, in addition to management duties. But the arrangement in the school is such that, ‘*Once you become an HOD, you are no longer teaching*’, but focus on management duties. The exception to this was HOD 2, who has just been promoted and still had a class to manage and teach.

She seemingly found it very difficult to cope with demands of CAPS while satisfying management expectations. This HOD had to deal with the administrative workload of CAPS whereas a report had to be produced on a daily basis about the teaching progress. The suggestion, from almost all participants, was that HODs were managers closer to the teaching and learning process compared to other members of the SMT. Hence, HODs were overloaded as they are expected to monitor and support teachers while executing their own workload, which entails teaching as well. Practically, an HOD had to choose whether to be a teacher or be a manager, whatever choice was made clearly either teaching or management role was short-changed.

## **5.4 RECOMMENDATIONS**

Based on the findings of this study, the following recommendations are made regarding the success of the Jika iMfundo toolkit and training:

- In order for curriculum coverage to improve the behaviours and practices of teachers and the SMT will have to change. The Jika iMfundo theory of change posits that for learning outcomes to improve, teachers' behaviour and practice must change. From the study it was apparent that the SMT of the school have adopted the Jika iMfundo toolkit and aspects learnt from the training to influence the school culture. The new school culture was seen through the changed behaviour and practice of both the teachers and the SMT.
- Improvement in the reporting of curriculum coverage must be done to the relevant officials timeously. The Jika iMfundo toolkit has as its primary objective the improvement of curriculum coverage. The belief is that curriculum coverage provides a 'lens' for exploring the instructional core (teaching and learning). Elmore (2000) contends that the only way in which learning outcomes can improve is through enhanced teaching and learning exercise.

- Use of the Jika iMfundo tools must assist in identifying the gaps and the challenges that may lead to a negative impact on teaching and learning. The focus on curriculum coverage helped to monitor the process of learning. It further assisted by giving the SMT direct line-of-sight into the process of learning and teaching. Hence, the use of toolkit, facilitated that both the teacher and the SMT member saw if there was a delay in covering the curriculum and quickly reacted to it. This created an opportunity for the SMT to support the teacher in addressing the identified gaps in time.
- The DoE should create systems and promote reciprocal relationships among various actors in curriculum implementation and management. The Jika iMfundo campaign has assisted by creating a reporting mechanism on the monitoring of curriculum coverage. The reports generated and directed to the correct offices for action to taken promotes reciprocal accountability. Elmore (2000) argues that accountability results in improvement in curriculum coverage.
- The promotion of a dynamic relationship between the teachers, learners and the content to form an instructional core (Elmore, 2000). The monitoring of curriculum coverage and offering support to the teacher is a pillar of the Jika iMfundo campaign. The problem of curriculum coverage is acknowledged by DBE and hence is the key policy goal in Action Plan 2019: Towards the Realization of Schooling 2030; Goal 18, which is “...Ensure that learners cover all the topics and skills areas that they cover within their current school year.” It is also worth mentioning that parallel to being concerned about ‘*what the teacher has taught*’, it is equally critical to be concerned about ‘*what the learners have learned*’. This argument raised the issue of assessment as a determinant of the amount of learning by the learners. Elmore (2000) talks about the promotion of a dynamic relationship between the teacher, the learner and the content to form an instructional core.
- The creation of schools as centres of professional teacher development initiatives leading to the formation of PLCs. Teachers were expected to make professional judgements about the progress of the learners. The professional judgements by individual teachers is best exercised in the community of teachers who are affected by

that decision. Teachers do not work in isolation, the failure by one to cover the curriculum invariably affects the work of the others. Jika iMfundo highlights the management of assessment and use of assessment data, by the community of teachers, to make informed decisions regarding curriculum coverage.

## **5.5 IMPLICATIONS OF THE STUDY**

I advance an argument that this study can become part of various studies that can shed light on the learning experiences of the SMT when using the Jika iMfundo toolkit and training. The study further assisted in the understanding of how to improve PD in the school, enhance teacher confidence and support teacher learning within school cultures. There is a great need in South Africa to review the approach of teacher development initiatives within the schools that can result in the effective PD. Departmental workshops seem to lack the capacity to influence PD that changes beliefs, dispositions classroom practice. The school in this study seemed to come up as the best platform for the SMT to learn and implement the Jika iMfundo tools.

The comparison of operations of the five SMT members in the school indicated that the school can be a dynamic platform for a productive teacher learning programme. The SMT members were able to engage in what Elmore (2000) calls professional conversations with evidence. The support and supervision meted out to teachers improved by enforcing everyone to subscribe to reciprocal accountability (Elmore, 2000). Working with the SMT during the study highlighted the importance of the need for the institutionalization of the tools in the curriculum management. The differences in the experience of being the SMT member was indicated through the discussion during the interviews. The principal and the deputy principal had attended more workshops than the rest of the participants, as they were the longest serving members of the SMT. HOD 1 and HOD 3 were the novices and most of their training workshops were as PL1 (post level 1) teachers. They were beginning to learn on their feet about supervising and supporting teachers.

## 5.6 CONCLUSION

The Jika iMfundo toolkit and training have caused the school to re-focus on its core work, which is teaching and learning. The toolkit is made up of the planners and trackers that have been used to change the practice of the SMT and teachers at the school. It has also resulted in the SMT providing professional support to the teachers with an observable change in school functionality, and a hope to impact on learner performance in future. The school can claim to have experienced what Bassey (1999) calls a “profound change” in their systems.

The SMT, through the use of the tools indicated to have experienced changes from relying on compliance as a way to achieve success. The SMT members in this school spoke boldly about the value of the Jika iMfundo training and toolkit, and they can become advocates of curriculum coverage as a change initiative. In essence, the evidence gathered suggested that the school represented an example of a shift in focus from bureaucratic and managerial control to instructional leadership – where the primary focus of the leadership team is on enabling, supporting, and strengthening teaching and learning in the school. The Jika iMfundo training seemed to highlight the understanding of instructional leadership that built skills and competencies in the SMTs to help them perform better at schools.

Lastly, the study suggests the use of the Jika iMfundo training and tools is an effective way of managing curriculum coverage. In support, Elmore (1997) contends that curriculum coverage is the ‘evidence of learning’, and that the aim should be to achieve improved learning outcomes. The Jika iMfundo planners and trackers are CAPS compliant and seek to realize the NDP goals that learners should complete their curriculum during every academic year. The study suggests that the SMT’s learning experiences are part of teacher learning, which has a ripple effect on improved learning outcomes (Ball, 2012).

## REFERENCES

- Anderson, G., & Arsenault, N. (2005). *Fundamentals of Educational Research*. Routledge.
- Ball, S. J. (2012). *Politics and Policy Making in Education: Explorations in Sociology*. Routledge.
- Bantwini, B. D., & King-McKenzie, E. L. (2011). District officials' assumptions about teacher learning and change: Hindering factors to curriculum reform implementation in South Africa. *International Journal of Education*, 3(1), 1.
- Bassey, M. (1999). *Case Study Research in Educational Settings*. McGraw-Hill Education (UK).
- Bertram, C. (2011). What does research say about teacher learning and teacher knowledge? Implications for professional development in South Africa. *Journal of Education*, 52(0), 3-26.
- Blasé, J. (2004). *Effective instructional leadership*. University of Georgia.
- Brodie, K. (2013). The power of professional learning communities. *Education as change*, 17(1), 5-18.
- Cogan, M. L. (1973). *Clinical Supervision* (p.14). Boston: Houghton Mifflin.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education* (5<sup>th</sup> ed.). London and New York: Routledge Falmer.
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research Methods in Education* (7<sup>th</sup> ed.). London and New York: Routledge Falmer.
- Department of Basic Education. (2007). *Schools-that-work*. Pretoria: Department of Education.
- Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher*, 38(3), 181-199.

Elmore, R. (1997). *Accountability in Local school Districts: Learning to do the Right Things. Improving educational Performance: Local and Systematic Reforms.* P.W. Thurston and J.G. Wad. Greenwich, CT, JAI Press, Inc. (5), 59-82.

Elmore, R. (2000). *Building a Structure for School Leadership.* Albert Shanker Institute. Washington, D.C.

Fraser, C., Kennedy, A and Reid, L.C. (2007). Teachers continuing professional development: Contested concepts understandings and models in *journal of in-service education*, 33(2): 153-169. June 2007.

Fraser, N. (2000). Rethinking recognition. *Article in new left review* 3(3): 107-118.

Gall, J. P., Gall, M. D., & Borg, W. R. (2005). Case studies in qualitative research. *Applying educational research. A practical guide*, 304-334.

Gamage, D., Adams, D., and McCormarck, A. (2009). How does a school leader's role influence student achievement? A review of Best Practices. <http://cnx.org/content/m19751/1/2>.

Ghavifekr, S., & Ibrahim, M. S. (2014). Head of departments' instructional supervisory role and teachers' job performance: Teachers' perceptions. *Asian Journal of Social Sciences and Management Studies*, 1(2), 45-56.

Hanning, E. (2004). *Finding your way in qualitative research.* Pretoria: Van Wyk.

Kapfunde, C. L. (1990). *Clinical Supervision in the Zimbabwean Context.* Harare: Zimbabwe Publishing House.

Kelly, P. (2006). What is teacher learning? A socio-cultural perspective. *Oxford Review of Education*, 32(4), 505-519.

Khuluse, M. D. (2004). *The role of school management teams (SMTs) in facilitating quality education in schools.* Unpublished MEd dissertation, Unizulu, Umlazi-Durban.

Lashway, L. (2002). *Developing Instructional Leaders.* ERIC Digest.

Lave, J., & Wenger, E. (1991). *Situated Learning: Legitimate Peripheral Participation.* Cambridge University Press.

- Leedy, P. D. (2005). *Practical research planning and design*. Pearson.
- Leithwood, K. (2016). Department-head leadership for school improvement. *Leadership and Policy in Schools*, 15(2), 117-140.
- Levin, M. (2012). *Academic integrity in action research sage journals*.
- Martimore, P. (1991). *The road to Improvement: Reflections on school effectiveness*. <https://books.google.co.za/books>.
- McMillan, J. H., and Schumacher, S. (2010). *Research in Education: Evidence-Based Inquiry*, (7<sup>th</sup> Edition). Pearson. Virginia Commonwealth University.
- Metcalf, M. (2015). *Jika iMfundo 2015–2017: Why, what and key learnings*. Learning about sustainable change in education in South Africa, 17.
- Meyer, S., & Abel, L. (2015). Hastening slowly: insights about teacher development from an evaluation of courses at the WCED's Cape Teaching and Leadership Institute. *Journal of Education*, (61), 115-145.
- Mpofu, L. C. (2007). *Perception of classroom supervision by secondary school teachers in the Harare region* (Doctoral dissertation, Tshwane University of Technology).
- Mthiyane, C. N., Naidoo, J., & Bertram, C. (2019). Context matters: HoDs' leadership practices in monitoring and supporting teachers in schools participating in Jika iMfundo. *Journal of Education*, 75, 56-76.
- National Association of Elementary School principals. (2001). *Leading learning communities*. Alexandria.
- National Education Collaboration Trust. (2016). *Education Collaboration Reaches a Third of the National System: Annual Report: 2016*
- Nieuwenhuis, J. (2007). *Analysing qualitative data*. In K Maree(Ed). *First Steps in research*. Pretoria. Van Schaik Publishers.
- Rule, P., and John, V. (2011). *Your Guide to Case Study Research*. Pretoria. Van Schaik.
- Sergiovanni, T. J., and Starratt, R.J. (2007). *Supervision: A redefinition* (8<sup>th</sup> Ed.). New York: McGraw Hill.

Shalem, Y. (2003). Do we have a theory of change? Calling change models to account. *Perspectives in Education*, 21(1), 29-49.

Tshabalala, T. (2013). Teachers' perceptions towards classroom instructional supervision: A case study of Nkayi District in Zimbabwe. *International Journal of Social Science and Education*, 4(1), 25-32.

Wellington, J. (2015). *Educational research: Contemporary issues and practical approaches*. Bloomsbury Publishing.

White, C. J. (2005). *Research: A practical guide*. Pretoria: Ithuthuko Investments.

Yin, R. K. (1994). Case study research: Design and methods. Thousand Oaks, CA: Sage. *The Canadian Journal of Action Research*, 14(1), 69-71.

## **APPENDICES**

Appendix A: Letter from University of KwaZulu-Natal Pietermaritzburg Campus

Appendix B: Permission to conduct research in the KZN DoE institutions

Appendix C: Principal letter

Appendix D: District Director

Appendix E: Participant declaration

Appendix F: Participant consent form

Appendix G: SMT Form

Appendix H: Interview schedule

## Appendix A: Letter from University of KwaZulu-Natal Pietermaritzburg Campus



27 August 2019

Mr Mbongiseni John Mazibuko 216075217  
School of Education  
Pietermaritzburg Campus

Dear Mr Mazibuko

Protocol reference number: HSS/1197/017M

New Project title: The exploration of School Management Teams (SMT) learning experiences of the use of Jika Imfundo toolkits and training: A case study of a Primary School in Pinetown

### Approval Notification – Amendment Application

This letter serves to notify you that your application and request for an amendment received on 23 August 2019 has now been approved as follows:

- Change in Title

Any alterations to the approved research protocol i.e. Questionnaire/interview Schedule, Informed Consent Form; Title of the Project, Location of the Study must be reviewed and approved through an 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 period of 3 years from the date of original issue. Thereafter Recertification must be applied for on an annual basis.

Best wishes for the successful completion of your research protocol.

Yours faithfully

.....  
Professor Urmilla Bob  
University Dean of Research

/dd

cc Supervisor: Dr Nonhlanhla Mthiyane  
cc. Academic Leader Research: Dr SB Khoza  
cc. School Administrator: Ms Tyzer Khumalo

---

Humanities & Social Sciences Research Ethics Committee

Dr Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3667/6350/4857 Facsimile: +27 (0) 31 260 4809 Email: [ethics@ukzn.ac.za](mailto:ethics@ukzn.ac.za) / [formam@ukzn.ac.za](mailto:formam@ukzn.ac.za) / [ethics@ukzn.ac.za](mailto:ethics@ukzn.ac.za)

Website: [www.ukzn.ac.za](http://www.ukzn.ac.za)

## Appendix B: Permission to conduct research in the KZN DoE institutions



### education

Department:  
Education  
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1041

Ref.:2/4/8/1263

Mr MJ Mazibuko  
PO Box 21036  
Newcastle  
2940

Dear Mr Mazibuko

#### PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"THE EXPLORATION OF SCHOOL MANAGEMENT TEAM (SMT) LEARNING EXPERIENCES THROUGH THE USE OF JIKA IMFUNDO TOOLKITS AND TRAINING: A CASE STUDY OF A PRIMARY SCHOOL IN PINETOWN DISTRICT"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 03 July 2017 to 09 July 2020.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

  
Dr. EV Nzama  
Head of Department: Education  
Date: 05/07/2017

KWAZULU-NATAL DEPARTMENT OF EDUCATION

Postal Address: Private Bag X9137 • Pietermaritzburg • 3200 • Republic of South Africa

Physical Address: 247 Burger Street • Anton Lembede Building • Pietermaritzburg • 3201

Tel.: +27 33 392 1004/41 • Fax.: +27 033 392 1203 • Email: Kehologile.Conn@kzndoe.gov.za/Phindile.Duma@kzndoe.gov.za • Web:www.kzneducation.gov.za

Facebook: KZNDOE....Twitter: @DBE\_KZN....Instagram: kzn\_education....Youtube:kzndoe

...Championing Quality Education - Creating and Securing a Brighter Future

## Appendix C: Principal letter

P.O. Box 21036

Newcastle

2940

17 October 2017

Dear Principal

Primary School

Pinetown District

### **SUBJECT: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL.**

My name is Mbongiseni Mazibuko, Chief Director: Curriculum Development Programmes: KZNDOE, Pietermaritzburg. I am conducting a study which explores learning experiences of SMTs through the use of Jika iMfundo toolkits, as part of my Master's Degree. The study aims to achieve the following objectives:

- To determine how and what the SMT learnt through the use of Jika iMfundo toolkits and how training have changed their leadership practices. (Changes in leadership practices).
- To determine to what extent SMT think that Jika iMfundo have assisted them in supporting teachers and improving curriculum coverage. (General changes in the school in terms of teaching and learning practices).
- To identify the challenges that SMTs experience due to their use of Jika iMfundo toolkits and training.
- To present challenges and recommendations to effect improvement on Jika iMfundo programme implementation.

I have identified SMTs at your school as having a potential to provide me with invaluable insights that can help facilitate this study. I, therefore, kindly request your permission for SMTs at your school to participate in this study. Participation will take the form of individual interviews, which will be approximately an hour. HODs will be asked to reflect on their past management experiences in supporting teachers and compare with the new approach of using toolkits. They will also be requested to share their management files for a practical demonstration of their learning experiences.

I wish to assure that:

Throughout my research, I will ensure that your identity, those of the participants (all SMT members) and that of your school is not revealed at any stage.

SMTs will in no way be disrupted in their work, and interviews will take place only at a time when they are free, during breaks and/or after school.

Any information given by SMTs cannot be used against them and the school; the collected data will be used for the purposes of this study only.

Data will be stored in my Supervisor's office and destroyed after 5 years.

Should you agree to my request, I wish to assure you that you are free to withdraw your permission at any time of the study, should you wish to do so.

Kindly fill in the declaration which follows here-on.

I can be contacted at:

KZN Department of Education

NED Building

228 Pietermaritz Street

Office 407-409

Tel: 033-846 5614

Cell: 083 995 9045

Email: [mbongisenimazibuko01@gmail.com](mailto:mbongisenimazibuko01@gmail.com)

[mbongiseni.mazibuko@kzndoe.gov.za](mailto:mbongiseni.mazibuko@kzndoe.gov.za)

Thank you for your contribution to this study.

Kind regards

Mbongiseni Mazibuko

Chief Director: Curriculum Development Programme

## **Appendix D: Declaration**

### DECLARATION

I..... (Full Names), principal of  
..... hereby confirm that I understand the contents of this  
document and the nature of the research project, and I give permission for the SMTs at my  
school to participate in the study.

.....

Signature

School Stamp

## **Appendix E: Letter to the District Director**

P.O. Box 21036

Newcastle

2940

18 October 2017

Dear District Director

Pinetown District

### **SUBJECT: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT A PRIMARY SCHOOL, IN YOUR DISTRICT**

My name is Mbongiseni Mazibuko, Chief Director: Curriculum Development Programmes: KZNDOE, Pietermaritzburg. I am conducting a study which explores learning experiences of SMTs through the use of Jika iMfundo toolkits, as part of my Master's Degree. The study aims to achieve the following objectives:

- To determine how and what the SMT learnt through the use of Jika iMfundo toolkits and how training have changed their leadership practices. (Changes in leadership practices).
- To determine to what extent SMT think that Jika iMfundo have assisted them in supporting teachers and improving curriculum coverage. (General changes in the school in terms of teaching and learning practices).
- To identify the challenges that SMTs experience due to their use of Jika iMfundo toolkits and training.
- To present challenges and recommendations to effect improvement on Jika iMfundo programme implementation.

I have identified SMTs at one of your primary school, as having a potential to provide me with invaluable insights that can help facilitate this study. I, therefore, kindly request your permission for SMTs at that school to participate in this study. Participation will take the form of individual interviews, which will be approximately an hour. SMTs will be asked to reflect on their past management experiences in supporting teachers and compare with the new approach of using toolkits. They will also be requested to share their management files for a practical demonstration of their learning experiences.

I wish to assure you that:

- Throughout my research, I will ensure that the identity of the school, those of the participants (all SMT members) are not revealed at any stage.
- SMTs will in no way be disrupted in their work, and interviews will take place only at a time when they are free, during breaks and/or after school.
- Any information given by SMTs cannot be used against them and the school; the collected data will be used for the purposes of this study only.
- Data will be stored in my Supervisor's office and destroyed after 5 years.
- Should you agree to my request, I wish to assure you that the participants are free to withdraw their participation at any time of the study, should they wish to do so.

Kindly find an attached copy of the permission granted by the Head of Department, Dr E.V Nzama.

Kindly fill in the declaration which follows here-on.

I can be contacted at:

KZN Department of Education

NED Building

228 Pietermaritz Street

Office 407-409

Tel: 033-846 5146

Cell: 083 995 9045

Email: [mbongisenimazibuko01@gmail.com](mailto:mbongisenimazibuko01@gmail.com)

[mbongiseni.mazibuko@kzndoe.gov.za](mailto:mbongiseni.mazibuko@kzndoe.gov.za)

Thank you for your contribution to this study.

Kind regards

Mbongiseni Mazibuko

Chief Director: Curriculum Development Programmes

DECLARATION

I..... (Full Names), District Director of Pinetown District, hereby confirm that I understand the contents of this document and the nature of the research project, and I give permission for the SMT of a primary school to participate in the study.

.....

Signature

Official Stamp

## Appendix F: Participant Declaration

P.O. Box 21036

Newcastle

2940

17 October 2017

Dear Participant

### **SUBJECT: INFORMED CONSENT LETTER.**

My name is Mbongiseni Mazibuko, Chief Director: Curriculum Development Programmes: KZNDOE, Pietermaritzburg. I am conducting a study which explores learning experiences of SMTs through the use of Jika iMfundo toolkits and training, as part of my Master's Degree. I would like to work closely with you in particular, to extend the boundaries of knowledge on this concept. The title of my study is: **The exploration of SMTs' learning experiences in using the Jika iMfundo toolkits and training: A case study of a primary school in Pinetown District.**

The audio-recordings will be used for research purpose only if agreed to it. You will be invited to read and comment on the research conclusions for verification of information. Further, kindly note that:

- The interview may last approximately 45min to 1hour and may split, depending on your preference.
- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but be reported only as a SMT member's only.
- Any information given by you will not be used against you, and the elicited data will be used for the purposes of this research only.
- Data will be stored in a secured place and destroyed after five years.
- You have a choice to participate, not participate or stop participate in the research. You will not be penalized for taking such action.

- The aims to explore the SMTs' learning experiences in using Jika iMfundo toolkits and training.
- Your involvement is purely for academic purposes only, and there are no financial gains.
- If you are willing to be interviewed, please indicate (by ticking as applicable) whether or not willing to allow your interview to be recorded by the following equipment:

I hereby provide consent to:

Audio-record my interview	Yes	No
---------------------------	-----	----

Kindly fill in the declaration which follows here-on.

I can be contacted at:

KZN Department of Education

NED Building

228 Pietermaritz Street

Office 407-409

Tel: 033-846 5614

Cell: 083 995 9045

Email: [mbongisenimazibuko01@gmail.com](mailto:mbongisenimazibuko01@gmail.com)

[mbongiseni.mazibuko@kzndoe.gov.za](mailto:mbongiseni.mazibuko@kzndoe.gov.za)

In the event of any problems, concerns or questions you may contact the supervisor or the UKZN Humanities and Social Sciences Research Ethics Committee on the following contact details:

**SUPEVISOR**

Full name of Supervisor: Dr Nonhlanhla Mthiyane

School: School of Education

College: College of Humanities

Campus: Pietermaritzburg

Contact details: 0825105573

Email: [MthiyaneN@ukzn.ac.za](mailto:MthiyaneN@ukzn.ac.za)

**HSSREC RESEARCH OFFICE**

Full name: Prem Mohum

HSS Research Office

Govan Mbeki Building

Westville Campus

Contact: 0312604557

Email: [mohunp@ukzn.ac.za](mailto:mohunp@ukzn.ac.za)

DECLARATION

I..... (Full Names of the Participant)  
hereby confirm that I have read and understood the contents of this document and the nature  
of the research project, and I consent to participating in the research project

I understand that I am at liberty to withdraw from the project at any time, should I desire to  
so.

I hereby consent to:

Audio-record my interview

.....

Signature

.....

Date

## Appendix G: SMT Form (Biographical information)

SMTs LEARNING EXPERIENCE IN USING THE JIK IMFUNDO TOOLKITS AND TRAINING.

### SMT FORM

School Management Team (Members) have a responsibility to ensure the smooth running of all the activities in the school, including teaching and learning.

Jika iMfundo Toolkits comprise of planners and trackers used by teachers, school-based and office-based managers to monitor curriculum coverage.

### SECTION 1: BIOGRAPHICAL INFORMATION

When completing this form, kindly related to your own experience. It is recommended that you provide all the required information. Be honest in all your response, as it will be treated strictly confidential. This section is interested in your personal, professional and career history.

- |   |                    |                       |
|---|--------------------|-----------------------|
| 1. Gender   | Male               | <input type="radio"/> |
|   | Female             | <input type="radio"/> |
| 2. Years of teaching experience (Please include current year) |                    |                       |
|   | 5 Years            | <input type="radio"/> |
|   | Between 5-10 years | <input type="radio"/> |
|   | 10 years           | <input type="radio"/> |

3. Experience in the SMT

- |                     |                       |
|---------------------|-----------------------|
| 5 Years             | <input type="radio"/> |
| Between 5- 10 years | <input type="radio"/> |
| 10 Years            | <input type="radio"/> |

4. What is your level on the SMT?

- |                  |                       |
|------------------|-----------------------|
| HOD              | <input type="radio"/> |
| Deputy Principal | <input type="radio"/> |
| Principal        | <input type="radio"/> |

5. How many teachers do you supervise?

- |                 |                       |
|-----------------|-----------------------|
| 1 Only          | <input type="radio"/> |
| Between 2 and 4 | <input type="radio"/> |
| More than 4     | <input type="radio"/> |

- |                   |                           |                       |
|-------------------|---------------------------|-----------------------|
| 6. SMT Experience | First time in this School | <input type="radio"/> |
|                   | 2 Schools                 | <input type="radio"/> |
|                   | More than 2 Schools       | <input type="radio"/> |

7. You Become the SMT Member.

- |                     |                       |
|---------------------|-----------------------|
| During Jika iMfundo | <input type="radio"/> |
| Before Jika iMfundo | <input type="radio"/> |
| After Jika iMfundo  | <input type="radio"/> |

8. Age Category                      30 Years    O
- Between 30-50 years    O
- More than 50 Years    O

9. Educational Qualifications

- Diploma    O
- Degree    O
- Senior Degree    O

## **Appendix H: Interview schedule**

Section 2: Semi-structured interview schedule
---

Tell me about the history of Jika iMfundo in your school.

Probe: when did it start, how many workshops have you attended, is it compulsory for all teachers to attend?

Tell me what you have learned from the Jika iMfundo workshop.

Probe: did you learn any new concepts and curriculum management strategies that you didn't know before?

What activities in the workshops did you find most helpful?

What has been your most important experience in the usage of Jika iMfundo toolkits?

Probe: was this helpful/ supportive? What did you learn from the process?

How would you explain the Jika iMfundo toolkit to someone who knows nothing about it?

How do you use the Jika iMfundo toolkit in monitoring the curriculum coverage?

Probe: Can you give me a specific example of how you do this?

Do you find it possible to use the Jika iMfundo toolkit and still cover the CAPS requirements?

Have you experienced any challenges when implementing the Jika iMfundo toolkit?

Probe: what is the nature of these challenges? How have you addressed them?

How do teachers respond to the Jika iMfundo toolkit?

Probe: do you think that it has helped them to cover the curriculum? Is there a change in teacher responding to the demands of the CAPS curriculum?

In what ways do you collaborate with your colleagues to support each other in using the Jika iMfundo toolkits?

In what ways does the circuit/district office assist you in implementing Jika iMfundo?