

DEDICATION

This work is dedicated to my mother and to my children.

To my mother: I wish this study could somehow compensate for the hardships you have suffered.

To my children: Might this study inspire and motivate you to live up to your full potential.

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Thank you Lord for providing me with everything that I needed to complete this study.

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The staff of the library of the PU for CHE: Vaal Triangle Campus.

SUMMARY

The purpose of this study was to investigate the management of internal quality assurance in the professional training of student teachers in teacher training institutions by focusing on:

- the nature of teacher training in South Africa;
- the nature of the management of quality assurance in education;
- models for the management of internal quality assurance in education;
- existing practices regarding the management of internal quality assurance in teacher training institutions in the Gauteng Province; and
- a management strategy for internal quality assurance in the professional training of student teachers in teacher training institutions in the Gauteng Province.

The literature study exposed that most of the problems that South African education currently faces, can directly be related to the unsatisfactory quality of teacher training. The most critical matter regarding teacher training is the poor quality of training in teacher training institutions. In order to restore a culture of teaching and learning in South Africa there is an urgent need for the implementation of an effective strategy to assure quality improvement in the professional training of student teachers.

A major finding emanating from the research was the lack of internal quality assurance processes in teacher training institutions. Consequently, an overview of models for the management of internal quality assurance in education were presented.

The empirical study consisted of a structured questionnaire distributed to a sample population of managers of teacher training institutions in the Gauteng Province. It aimed to gather information about the understanding of internal quality assurance; the existing practices regarding the management of internal quality assurance; and the needs regarding the management of internal quality assurance in teacher training institutions in the Gauteng Province. The main findings of the empirical investigation revealed inefficient management of internal quality assurance in

teacher training institutions; a need for a systematic internal quality assurance system to be implemented in the professional training of student teachers; and a need for a system through which internal quality assurance can be managed.

A management strategy for internal quality assurance in the professional training of student teachers in the Gauteng Province was proposed. The model was structured to provide teacher training institutions with a readily usable tool for developing and managing an internal quality assurance system. An implementation strategy for systematic internal quality assurance was designed and presented.

The major recommendations flowing from this study included ensuring the management of internal quality assurance in teacher training institutions through policy, management development programmes, independent audits of the internal quality management systems of teacher training institutions, and formalising quality assurance practices by way of registration and certification.

OPSOMMING

In hierdie studie is die bestuur van interne gehalteversekering in die professionele opleiding van onderwysers aan onderwysersopleidingsinrigtings ondersoek deur te fokus op:

- die aard van onderwysersopleiding in Suid Afrika;
- die aard van die bestuur van gehalteversekering in die onderwys;
- modelle vir die bestuur van interne gehalteversekering in die onderwys;
- bestaande interne gehalteversekeringspraktyke in onderwysersopleidingsinrigtings in Gauteng; en
- die ontwikkeling van 'n model vir die bestuur van interne gehalteversekering in die professionele opleiding van onderwysers in onderwysersopleidingsinrigtings in Gauteng.

Deur middel van 'n literatuurstudie is bevind dat die meerderheid probleme wat tans ondervind word in onderwys in Suid-Afrika, direk herlei kan word na die onbevredigende gehalte van onderwys in onderwysersopleidingsinrigtings. Die hervestiging van 'n onderrig-leerkultuur in Suid-Afrika noodsaak die implementering van 'n effektiewe strategie vir gehalteverbetering in die professionele opleiding van onderwysers.

Een van die belangrikste bevindinge wat uit die studie voortgespruit het, is die afwesigheid van interne gehalteversekeringsprosesse in onderwysersopleidingsinrigtings. Gevolglik is modelle vir die bestuur van interne gehalteversekering in die onderwys bespreek.

Die empiriese ondersoek het bestaan uit 'n gestruktureerde vraelys wat aan 'n steekproefpopulasie van bestuurders van onderwysersopleidingsinrigtings in Gauteng gegee is. Die doel van die vraelys was om inligting te verkry in terme van die begrip van interne gehalteversekering; bestaande interne gehalteversekeringspraktyke; en die behoeftes in terme van die bestuur van interne gehalteversekering aan onderwysersopleidingsinrigtings in Gauteng. Die bevindinge het onder andere aan die lig gebring dat interne gehalteversekering in onderwysersopleidingsinrigtings

oneffektief bestuur word; dat daar 'n behoefte bestaan aan die implementering van 'n sistematiese interne gehalteversekeringstelsel en dat daar 'n dringende behoefte bestaan aan 'n bestuursmodel vir interne kwaliteitsversekering.

'n Strategie vir die bestuur van interne gehalteversekering in die professionele opleiding van onderwysers in Gauteng is voorgestel. Die model is ontwerp om bestuurders van onderwysersopleidingsinrigtings van 'n instrument te voorsien vir die ontwikkeling en bestuur van 'n interne gehalteversekeringstelsel. 'n Implementeringstrategie vir die model is ontwikkel en bespreek.

Die belangrikste aanbevelings wat uit die studie voortgespruit het, sluit in die versekering van effektiewe bestuur van interne gehalteversekering in onderwysersopleidingsinrigtings deur middel van beleid, bestuursontwikkelingsprogramme, onafhanklike ouditering van die interne gehaltebestuurstelsels van onderwysersopleidingsinrigtings en formalisering van gehalteversekeringspraktyke deur middel van registrasie en sertifisering.

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