

**EXPLORING THE ROLE OF SCHOOL
MANAGEMENT DEVELOPERS (SMDS) AS
PROVIDERS OF IN-SERVICE EDUCATION AND
TRAINING (INSET) TO SSE**

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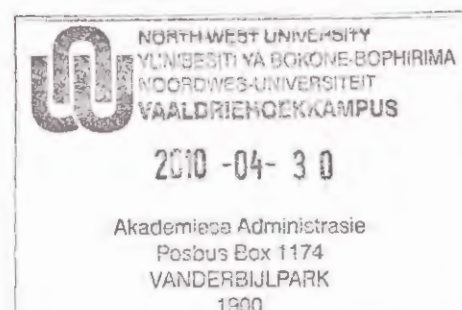
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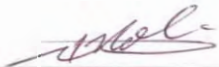
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2010



DECLARATION: Student number 20696779

I declare that "Exploring the role of School Management Developers (SMGS) as providers of in service Education and Training (INSET) to SSE'S is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.



Signature

30/04/2010

Date

S.W.F. Moloi

This study is dedicated to my late wife,
Dieketseng Catherine Molo,
who passed away on 2002-03-15.

DEDICATION

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LIST OF ABBREVIATIONS AND ACRONYMS

CE	Certificate in Education
COTEP	Committee on Education Policy
DES	Department of Education and Science
DSG	Development Support Group
ERC	Education Resource Centres
FSDoE	Free State Department of Education
GCSE	General Certificate of School Education
HSRC	Human Sciences Research Council
INSET	In-service Education and Training
IQMS	Integrated Quality Management
LEA	Local Education Authority
LEATAGS	Local Education Authority Training Grant Scheme
LF	Learning Facilitator
MEC	Member of Executive Council
NCS	National Curriculum Statement
NCFE	National Committee on Further Education
NDC	National Development Centre
NGO	Non Governmental Organization
NPDE	National Professional Diploma in Education
NQF	National Qualifications Framework

OBE	Outcome Based Education
PGP	Personal Growth Plan
RSA	Republic of South Africa
SAS	Statistical Analysis System
SASA	South African School Act
SAQA	South African Qualifications Authority
SDP	School Development Plan
SGB	School Governing Body
SMGDS	School Management and Governance Developer
SSE	Secondary School Educator
TMED	Thabo Mofutsanyana Education District
TOPS	Teacher Opportunity Programmes
TQM	Total Quality Management
UK	United Kingdom
USA	United States of America
WSE	Whole School Assessment standards

ABSTRACT

Exploring the role function of School Management Developers as providers of INSET for SSE.

The first democratic elections held in South Africa in 1994 brought about many changes in the South African education system. Among the new policies and legislations introduced to transform the education and training system was the introduction of Outcomes-Based Education (OBE), commonly known as curriculum 2005 to accommodate the needs of all learners and society as a whole (Williams 2002:2). As a result of these changes, many educators, especially those at secondary schools found themselves in the state of uncertainty about the relevance of their skills in the classroom situation. These educators found themselves in need of skills and knowledge that would enable them to cope with the educational challenges.

Ravhudzulo (2004:1) notes that if SSEs are to move with changes and provide quality education, they need INSET and should be involved in it throughout their careers. After all, educators and principals are a school's most important resource and continual investment in their professional development contributes to raising the quality and standards of learners' learning and achievement.

In the Free State Province, for example, School Management Developers (SMGDS) have the responsibility to establish what knowledge, skills and abilities are essential to enable SSEs to perform their jobs competently. Based on the foregoing, an exploratory research study was conducted to investigate the role function of the SMGDS as providers of INSET for SSEs in the Thabo Mofutsanyana Education District (TMED) of the Free State Province.

The research was conducted by means of a literature study and an empirical investigation. The literature review explored various definitions of INSET and related concepts as used in the United Kingdom (UK) and South Africa. The empirical study investigated the role of SMGDS as providers of INSET for

SSEs in TMD of the Free State Province by using questionnaires administered to fifty-two secondary schools in the TMD.

The research findings indicated that there is a need for SMGDS to provide vigorous INSET programmes in order to improve SSEs' knowledge and skills. The type of INSET provided to SSEs becomes relevant only if their needs are addressed. Based on the literature- and empirical research findings, recommendations were made for the Department of Education regarding the need for SMGDS to provide INSET to SSEs. Further indications are that INSET provided by SMGDS improves educator performance in the classroom.

KEY WORDS

- INSET
- Secondary School Educator
- Learner
- School Management Guavenance Developer
- Learning
- Secondary School
- Provision
- Teaching
- Education District

TABLE OF CONTENTS

DECLARATION: Student number 20696779	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
LIST OF ABBREVIATIONS AND ACRONYMS	v
ABSTRACT	vii
TABLE OF CONTENTS	ix
LIST OF APPENDICES	xxi
LIST OF TABLES	xxii
LIST OF FIGURES	xxiii
CHAPTER ONE	1
ORIENTATION	1
1.1 INTRODUCTION	1
1.2 PROBLEM STATEMENT AND ITS BACKGROUND	5
1.2.1 Background of the problem	5
1.2.2 Problem statement	6
1.3 OBJECTIVES OF THE STUDY	7
1.4 RESEARCH METHODOLOGY	7
1.4.1 Literature review	8
1.4.2 Empirical investigation	8
1.4.3 Data-collection	9

1.4.4	Population and sample of the study	9
1.4.5	Ethical considerations	9
1.4.5.1	Voluntary participation	9
1.4.5.2	Anonymity of respondents	9
1.4.5.3	Sensitivity of information	10
1.4.6	Limitation of the study	10
1.5	SIGNIFICANCE OF THE STUDY	10
1.6	DEFINITION OF CONCEPTS	11
1.6.1	School Management Developer	11
1.6.2	In-service education and training (INSET)	11
1.6.3	Secondary school	11
1.6.4	Secondary school educator	11
1.6.5	Education district	12
1.7	STRUCTURE OF THE RESEARCH	12
1.8	CONCLUSION	13
 CHAPTER TWO		 14
THE MEANING OF INSET		14
2.1	INTRODUCTION	14
2.2	THE SCHOOL AS AN ORGANIZATION	14
2.3	EFFECTIVE SCHOOLS AND TEACHING	16
2.4	RENEWAL	20

2.5	DEFINATION OF INSET	22
2.5.1	The difference between andragogy and pedagogy	25
2.5.2	Assumptions underlying INSET	31
2.5.3	Operational principles underlying INSET	32
2.6	ORGANIZATIONS AND THEORETICAL CONCEPTUAL FRAMEWORK OF INSET	34
2.7	MODELS FOR THE IMPLEMENTATION OF INSET	36
2.7.1	The Traditional INSET Model	37
2.7.2	The Growth Model	38
2.7.3	The School Focused Model	39
2.7.4	The Research-based INSET Model.....	40
2.7.5	Model of Professional Development.....	40
2.7.6	The Professional Development Strategy Model.....	41
2.8	THE LEADERSHIP THEORY	43
2.9	ROLES OF SMGDS.....	46
2.10	CONCLUSION	49
CHAPTER THREE		51
PROVISION OF INSET PROGRAMMES BY LOCAL EDUCATION AUTHORITIES (LEAs) IN THE UNITED KINGDOM (UK).....		51
3.1	INTRODUCTION.....	51
3.2	LEAS AS PROVIDERS OF INSET IN THE UK	51

3.3	PRINCIPLES OF EFFECTIVE PRACTICE OF INSET PROVISION AND ITS MANAGEMENT IN THE UK.....	52
3.4	THE CONCERNS OF LEAS IN PROVIDING INSET FOR SSE	55
3.5	ROLE OF LEAS IN THE MANAGEMENT PROCESS OF INSET	56
3.5.1	Analysing needs and establishing priorities.....	58
3.6	PLANNING PROGRAMMES AND DESIGNING ACTIVITIES.....	59
3.6.1	Selected examples of INSET activities provided by LEAs	61
3.7	SIMILARITIES BETWEEN PROVISION OF INSET IN SA AND IN UK	65
3.8	DIFFERENCES BETWEEN INSET IN SA AND IN UK	65
3.9	CONCLUSION.....	66
CHAPTER FOUR.....		67
PROVISION OF INSET FOR SSE IN SOUTH AFRICA.....		67
4.1	INTRODUCTION.....	67
4.2	THE ROLE OF SMGDS IN THE PROVISION OF INSET FOR SSE.....	67
4.2.1	Regular training of educators regarding new teaching strategies.....	68
4.2.2	Consultation with SSEs regarding the type of INSET programmes that they receive.....	69
4.2.3	Stimulate SSEs to find out more about their teaching obligations	70

4.2.4	Provide SSEs with opportunities to interact with other educators teaching the same subject.....	71
4.2.5	Train SSEs regarding the use of resources to achieve their objectives in class	72
4.2.6	Provide SSEs with opportunities to attend the type of INSET they prefer	73
4.2.7	Provide SSEs with appropriate INSET to become experts in the subject they teach.....	74
4.2.8	Arrange finances to provide for the expenses of SSEs participating in INSET programmes.....	74
4.2.9	Arrange the inclusion of INSET days in the school calendar.....	75
4.2.10	Improve teaching and learning.....	76
4.2.10.1	Evaluate the effectiveness of educators in improving teaching and learning.....	76
4.2.10.2	Engaging learners in pre-assessing activities	77
4.2.10.3	Embedding ideas from INSET into classroom activities.....	77
4.2.10.4	Motivate the sharing of good practice between school departments.....	78
4.2.10.5	Assist in the application of guidelines for a sound marking and reporting system	79
4.2.10.6	Assist SSEs with lesson introduction and stating of objectives.....	80
4.2.10.7	Guide SSEs to engage learners in formative and summative assessment standards.....	81

4.2.10.8	Guide SSEs in informing learners about factors which will be evaluated	82
4.2.10.9	Encourage SSEs to hold meetings with other SSEs teaching the same learning areas	83
4.2.10.10	Guide SSEs in engaging learners in the process of learning	83
4.2.10.11	Coach SSEs to draw up school development plans.....	84
4.2.10.12	Assist SSEs in designing learning programmes	85
4.2.10.13	Provide educators with skills for systematic instructional design	85
4.2.10.14	Consider SSEs' needs when development plans are drawn up.....	86
4.2.10.15	Change agents for curriculum improvement	87
4.2.10.16	Train SSEs to plan, implement, evaluate programmes and coordinate efforts of all groups and individuals working with curriculum problems.....	88
4.2.10.17	Provision of operational INSET programmes for SSEs in the TMED.....	89
4.3	THE EFFECTIVENESS OF EDUCATION RESOURCE CENTRES IN THE FREE STATE PROVINCE	90
4.4	IMPLEMENTATION OF THE INTEGRATED QUALITY MANAGEMENT SYSTEM (IQMS) FOR SCHOOL-BASED EDUCATORS	93
4.5	RESPONSIBILITIES OF SMGDS REGARDING THE IMPLEMENTATION OF THE IQMS.....	94
4.6	CONCLUSION.....	95

CHAPTER FIVE	96
EMPIRICAL INVESTIGATION INTO THE ROLE OF SCHOOL MANAGEMENT DEVELOPERS AS PROVIDERS OF IN-SERVICE EDUCATION TRAINING OF SSE.....	96
5.1 INTRODUCTION.....	96
5.2 LITERATURE REVIEW	97
5.3 AIM AND OBJECTIVES OF THE STUDY	97
5.3.1 The aim of the research	97
5.3.2 Objectives	98
5.4 PROCEDURES FOR DATA GATHERING	98
5.4.1 Research design.....	98
5.4.2 Population and sample	99
5.4.2.1 Composition of secondary schools in Thabo Mofutsanyana District.....	100
5.4.2.2 Division of the survey questionnaire according to the areas of abode in Thabo Mofutsanyana District.....	101
5.4.3 Research instrument used.....	102
5.4.3.1 The construction of the questionnaire	102
5.4.3.2 Defining a questionnaire	104
5.4.3.2.1 Advantages of a structured questionnaire	104
5.4.3.2.2 Disadvantages of a structured questionnaire.....	105
5.4.3.2.3 Suitability of a questionnaire for this research	106
5.4.3.3 Administration and control of questionnaire	106

5.4.3.4	The pilot study.....	107
5.4.3.4.1	Defining validity	108
5.4.3.4.2	How to ensure validity	108
5.5	DATA ANALYSIS AND PRESENTATION OF THE FINDINGS	109
5.5.1	Biographical information on respondents	109
5.5.1.1	Gender.....	109
5.5.1.2	Age group of respondents.....	110
5.5.1.3	Academic qualifications	111
5.5.1.4	Professional qualifications	112
5.5.2	Assessment standards of the role of SMGDS with regard to the provision of INSET for SSEs.....	112
5.5.2.1	Training SSEs about new strategies in teaching.....	113
5.5.2.2	Consultation about the type of INSET programmes offered for SSEs.....	114
5.5.2.3	Stimulating SSEs to find out more about teaching obligations through INSET programmes	115
5.5.2.4	Provide SSEs with opportunities to interact with other SSEs teaching the same subjects at other schools	116
5.5.2.5	Training SSEs on how to use resources to attain objectives in class.....	117
5.5.2.6	Provision of information on how other SSEs in the district perform	118
5.5.2.7	Provide SSEs with opportunities to choose the type of INSET programmes that they wish to attend	119

5.5.2.8	Provide SSEs with opportunities to receive appropriate INSET to be regarded as experts in the subject that they teach.....	120
5.5.2.9	Payment of expenses for participation in INSET programmes...	121
5.5.2.10	The arrangement of INSET days in the school calendar.....	122
5.5.3	Assessment standards of the effectiveness of SSEs in improving teaching and learning	122
5.5.3.1	SSEs engage learners in pre-assessment activities	123
5.5.3.2	SSEs are good at embedding ideas from in-service training (INSET days, coaching, courses, etc.) into classroom practice	124
5.5.3.3	SSEs share good practice within departments effectively.....	125
5.5.3.4	SSEs share good practice between departments effectively	126
5.5.3.5	SSEs' guidelines for sound marking and reporting systems	127
5.5.3.6	SSEs introduce the lesson (state of objective, review the lesson or create an instructional set) to their learners.....	128
5.5.3.7	SSEs engage their learners in formative and summative assessment standards.....	129
5.5.3.8	SSEs inform learners about the factors that will be evaluated in scoring	130
5.5.3.9	SSEs hold meetings with other SSEs who teach the same subject (learning area)	131
5.5.3.10	Classroom activities that are likely to engage learners in the process of learning.....	132

5.5.4	A teaching and learning programme to be used by Thabo Mofutsanyana District SSEs for learner achievement.....	132
5.5.4.1	SMGDS are engaged in monitoring the quality of teaching at schools.....	133
5.5.4.2	SMGDS are engaged in coaching SSEs on drawing up school development plans	134
5.5.4.3	SMGDS are aware of the impact by school development plans in improving learner achievement.....	135
5.5.4.4	SSEs are involved in designing learning programmes for the district	136
5.5.4.5	SMGDS provide SSEs with skills needed to follow a systematic approach to instructional design	137
5.5.4.6	SSEs' needs are considered when school development plans are drawn up	138
5.5.4.7	SMGDS act as change agents for curriculum improvement	139
5.5.4.8	SMGDS assist SSEs to be trained to plan, implement and evaluate programmes	140
5.5.4.9	SMGDS coordinate efforts of all groups and individuals working on curriculum problems	141
5.6	CONCLUSION	141
CHAPTER SIX		143
A PROPOSED MODEL FOR THE PROVISION OF INSET TO SSES		143
6.1	INTRODUCTION.....	143
6.2	THE NATURE AND SCOPE OF THE CONCEPT MODEL	144

6.2.1	Definition of the term “model”	144
6.2.2	Advantages of models	145
6.2.3	Disadvantages of models	146
6.2.4	Developing a model.....	146
6.2.5	Open and closed models	148
6.2.6	Different types of models.....	149
6.2.6.1	A: The Traditional Supervision Model	149
6.2.6.2	B: The Peer Coaching/Co-operative Professional Development Model.....	151
6.2.6.3	C: The Clinical Supervision Model	153
6.2.7	Selecting a Supervisory Model.....	157
6.3	A MODEL FOR THE PROVISION OF INSET TO SSES BY THABO MOFUTSANYANA SMGDS	158
6.3.1	Stage 1: Preplanning.....	160
6.3.2	Stage 2: Planning	161
6.3.3	Stage 3: Implementation	164
6.3.4	Stage 4: Maintenance.....	167
6.3.5	Stage 5: Assessment standards	168
6.4	CONCLUSION	175

CHAPTER SEVEN	177
RECOMMENDATIONS, MOTIVATIONS AND CONCLUSIONS	177
7.1 INTRODUCTION.....	177
7.2 MOTIVATED RECOMMENDATIONS WITH REGARD TO IMPROVING THE PROVISION, DELIVERY SYSTEMS AND MANAGEMENT OF INSET PROGRAMMES	178
7.3 RECOMMENDATIONS FOR FURTHER RESEARCH	184
7.4 CONCLUSION.....	184
BIBLIOGRAPHY	186
APPENDIX A	201
PERMISSION FOR THE ADMINISTRATION OF THE QUESTIONNAIRE IN SECONDARY SCHOOLS	201
APPENDIX B	203
Covering Letter to SSEs	203
APPENDIX C	205
RESEARCH QUESTIONNAIRE.....	205
APPENDIX D	212
MAP OF THE FREE STATE PROVINCE INDICATING THABO MOFUTSANYANA EDUCATION DISTRICT	212

LIST OF APPENDICES

- APPENDIX A Permission for the Administration of the Questionnaire in
Secondary Schools
- APPENDIX B Covering Letter to Secondary School Principals
- APPENDIX C Research Questionnaire
- APPENDIX D Map of the Free State Province Indicating Thabo
Mofutsanyana Education District
- APPENDIX E Job Description for SMGDS in general

LIST OF TABLES

Table 2.1:	The adult learner: A neglected species (Houston: Gulf Publishing Division, 1973).....	30
Table 5.1:	Age group of respondents.....	110
Table 5.2:	Academic qualifications.....	111
Table 5.3:	Professional qualifications.....	112
Table 6.1:	Open and closed models (Nadler& Nadler, 1994:8).....	148
Table 6.2:	Advantages and disadvantages of the traditional Supervisory, Peer Coaching and Clinical Supervisory Models	156

LIST OF FIGURES

Figure 5.1:	Number of secondary schools in Thabo Mofutsanyana District	101
Figure 5.2:	Questionnaire distribution and return rate	107
Figure 5.3:	Gender	109
Figure 5.4:	Training on new strategies in teaching	113
Figure 5.5:	Consultation about the type of INSET programmes offered	114
Figure 5.6:	Teaching obligations	115
Figure 5.7:	Interaction with others	116
Figure 5.8:	Training to use resources.....	117
Figure 5.9:	Information on other educators' performance.....	118
Figure 5.10:	Opportunities to choose programmes	119
Figure 5.11:	Opportunities to receive appropriate INSET	120
Figure 5.12:	Payment of expenses for participation	121
Figure 5.13:	Arrangement of INSET days on school calendar	122
Figure 5.14:	Engagement of learners in pre-assessment activities	123
Figure 5.15:	Embedding ideas from in-service training	124
Figure 5.16:	Sharing good practice within departments	125
Figure 5.17:	Sharing good practice between departments.....	126
Figure 5.18:	Sound marking and reporting systems.....	127
Figure 5.19:	SSEs introduce the lesson to their learners	128

Figure 5.20:	Engagement of learners in formative and summative assessment standards	129
Figure 5.21:	Inform learners about the factors that will be evaluated in scoring	130
Figure 5.22:	Meetings with other SSEs who teach the same subject.....	131
Figure 5.23:	Classroom activities that are likely to engage learners in the process of learning.....	132
Figure 5.24:	SMGDS are engaged in monitoring the quality of teaching at schools.....	133
Figure 5.25:	SMGDS are engaged in coaching SSEs on drawing up school development plans	134
Figure 5.26:	SMGDS are aware of the impact by school development plans in improving learner achievement.....	135
Figure 5.27:	Involvement in designing district learning programmes.....	136
Figure 5.28:	Skills needed to follow a systematic approach to instructional design	137
Figure 5.29:	Educators' needs are considered when school development plans are drawn.....	138
Figure 5.30:	SMGDS act as change agents for curriculum improvement	139
Figure 5.31:	SMGDS assist SSEs to be trained to plan, implement and evaluate programmes	140
Figure 5.32:	SMGDS coordinate efforts of all groups and individuals working on curriculum problems.....	141
Figure 6.1:	The Traditional Supervision Model (McGreal: 1983).....	150

Figure 6.2:	Peer Coaching/Co-operative Professional Development Model (Glatton: 1984)	152
Figure 6.3:	The Clinical Supervision Model (Goldhammer, 1980:37) ...	154
Figure 6.4:	Outline of the proposed model for the provision of INSET to SSEs by Thabo Mofutsanyana SMGDS.....	159
Figure 6.4.1:	Pre-planning of activities	160
Figure 6.4.2:	Planning of INSET needs	161
Figure 6.4.4:	Implementation of the innovation process.....	166
Figure 6.4.5:	Maintenance of the implementation	167
Figure 6.4.6:	Assessment standards of the implementation of the INSET plan	168

CHAPTER ONE

ORIENTATION

1.1 INTRODUCTION

Since the inauguration of the democratically elected government in 1994, South Africa has been undergoing enormous educational changes, which necessitates retention of educators in general. The current challenge facing secondary school educators (SSEs) is the introduction of the Revised National Curriculum Statement (RNCS), which has been implemented recently. The implementation of the current policy of the National Curriculum Statement (NCS) for grades ten to twelve creates a need for continuous retraining of SSEs. The employment of the Educators Act (EEA) 76 of 1998 and the Collective Agreement 1 of 2008 indicate that the school Management Developers (SMGDS) are the suitable departmental officials to facilitate provision of in-service education and training (INSET) for SSEs. Emanating from the above discussion one needs to outline the RNCS briefly.

The Revised National Curriculum Statement streamlines and strengthens Curriculum 2005 and continues to be committed to Outcomes Based Education. It is a part of the process of transforming education and training to realize the aims of the democratic society and the Constitution. Schools have been implementing Curriculum 2005 since 1998. <http://www.mml.co.za/revised-national-curriculum-statement>. Page no: 2

In connection with the above statement a committee was appointed by the Minister of Education in the year 2000 to review the structure and design of Curriculum 2005, educator orientation, training and development, learning support materials, provincial support to educators at schools and implementation time frames.

The review committee recommended that the curriculum needed to be strengthened by streamlining its design features, simplifying its language,

aligning curriculum and assessment, and improving educator orientation and training, learner support materials and provincial support. A Revised National Curriculum Statement (NCS) should deal with what the curriculum requirements are at various levels and phases and give a clear description of the kind of learner expected at the end of the General Education and Training (GET) band in terms of knowledge, skills, values and attitudes. Having explained the reasons for the implementation of RNCS, one also needs to allude to some principles underlying it briefly.

The revised curriculum builds on the vision and values of the Constitution and Curriculum 2005. These principles include:

- Outcomes-based education
- A high level of skills and knowledge for all
- Clarity and accessibility
- Critical and developmental outcomes

The <http://www.south Africa.info/education/curriculum> also reveals that the new National Curriculum Statement announced in July 2006 places more emphasis on life skills, mathematical literacy in Africa and particularly the continent's history, geography, music and dance. School subjects are also to be changed to foster the skills needed for a democratic society and globalized world. Announcing the new system, Education Deputy Director-General Penny Vinjevold said all provinces were in the process of training educators in the curriculum. Educators are undergoing a five-day training session with scale training to take place later. The latter statement about educators receiving empowerment for only five days creates a need that office-based educators who were exposed to the new curriculum should continually support SSEs. According to the collective agreement 1 of 2008: Annexure A – on Occupational Specific Dispensation (2008: 66) one of the key functions of the SMGDs is to provide INSET in terms of the following:

- To assess professional development needs by using questionnaires, informal methods and developmental appraisal.
- To support/plan staff development activities based on needs and which are congruent with the principles and values of the applicable policy frameworks and plans.
- To contribute, to implement and participate in staff development programmes.
- To evaluate success/problems of staff development programmes in terms of the goals of the institutions/Department.
- To provide support for professional growth of educators within an appraisal programme.
- To participate in agreed educator appraisal processes in order to regularly review their professional practice.

Having outlined the role function of the SMGDS in the provision of INSET, the researcher will highlight some challenges being encountered during the implementation of RNCS.

There are a number of factors which impact on the effective implementation of the RNCS in the classroom according to monthly SSEs reports. The real challenges facing SSEs include the lack of regular training about new strategies in teaching, lack of consultation by INSET providers and not being given an opportunity to interact with other educators teaching the same subject. Furthermore, SSEs feel that they are not involved in designing learning programmes for the district. The above-mentioned reasons, further justify the need for the SMGDS to provide appropriate INSET programmes.

The role of SMGDS in providing INSET programmes is crucial for well functioning SSEs to suit new developments in education. The responsibility of SMGDS, therefore, is to design INSET programmes that will enable SSEs to deal with problems such as curriculum development, lack of resources, administration problems, overcrowding of classes, disciplinary problems as

well as educational change. As noted by Oliva (1993:352), the supervisor as the in-service and training provider attempts to move SSE complacency and dissatisfaction with the status quo. It is the SMGD's duty as a leader to stimulate SSEs to want to find new and better ways of achieving their instructional goals and improving the curriculum. Further, Oliva (1993:352) contends that it is the responsibility of the supervisor to identify the SSEs' INSET needs through surveys, requests and observations. Another major responsibility of the SMGDS is regarded as planning, setting into operation and evaluating INSET programmes.

According to Bagwandeem and Louw (1993:1-2), there are a number of factors which impact on Learner learning in the classroom, namely resources, an inspiring environment and, most important of all, the quality of educators as they are a school's most important resource. Investment in the continual professional development of educators through in-service training (INSET) contributes to raising the quality of learners' learning and achievement (Bagwandeem & Louw, 1993:4). Recognizing the major effect educators have on Learner learning, it is clear that, to improve teaching and learning, the quality of educators needs to be improved.

School Management Developers (SMGDS) have the responsibility to establish what knowledge, skills and abilities are essential to enable educators to perform their jobs competently. Equally important is the expectation and the conception that where in-service training is provided, the investment will pay off.

Some of the assumptions that underlie INSET as indicated by Atkinson *et.al.* (1992:119), include the following:

- All personnel at schools, to stay current and creative, need INSET and should be involved in it throughout their careers.
- INSET impacts on the quality of the school programme and helps educators improve their abilities to perform to the optimum of their professional responsibilities.

Sharing the same view, Zuber-Skernit (1992:168) emphasizes the involvement of SMGDS in the design, planning and implementation of INSET programmes as extremely important.

Based on the foregoing, Chamber (1997:128) contends that supervisors should rise above the tendency that an effective INSET programme is just a matter of providing 'lunch time' workshops to educators. They should implement INSET as a coherent policy that is central to the purpose, planning and functioning of a secondary school and its staff.

Research is therefore needed to establish the role of School Management Developers as providers of INSET to SSE (SSEs) in the Thabo Mofutsanyana Education District (TMED) of the Free State Province.

1.2 PROBLEM STATEMENT AND ITS BACKGROUND

The proceeding discussion has outlined issues arising from the provision of INSET for SSEs.

1.2.1 Background of the problem

The reasons behind this study emerge from the researcher's experience as school principal at Koali High School in Qwa Qwa in 1988 when he was fortunate to be selected to visit the secondary schools in the United States of America (USA). He became interested in the impact of INSET activities at secondary schools. On his return, the researcher volunteered to share information with colleagues about school improvement strategies used in the USA school system. The education officials became interested in the researcher's way of sharing information, which led to him being used to run workshops for SSEs in the TMED.

In 1992, the researcher was recruited for training as a facilitator by the non-governmental organization (NGO) named Teacher Opportunity Programmes (TOPS) whose objectives were to address INSET needs of educators and principals in South Africa. As a facilitator, he was nominated to conduct INSET programmes for educators in the Bethlehem District. Due to this

exposure he was then appointed as a School Management Developer in 1997 in the same district.

The researcher was once more requested by the TMED office to undergo training to be an INSET facilitator. The training was conducted in terms of a Canada – South Africa project. It was during this period of conducting INSET programmes that the researcher became interested in undertaking further research into studying the impact of INSET on Educators in secondary schools in the TMED. During interaction with educators it became evident that SMGDS, because of INSET resources available to them, could be used to provide INSET programmes for educators.

1.2.2 Problem statement

This research study will focus only on secondary schools situated in the Thabo Mofutsanyana Education District (TMED). Thabo Mofutsanyana Education District is one of the five largest education districts constituting the Free State Education Department (see Appendix D). However, the study will focus on fifty two secondary schools found in the named district. The purpose of this study is to capture in details, the perceptions of SSEs regarding the role of SMGDS as providers of INSET programmes.

The following research questions were formulated as a way to guide this research study:

- What is the meaning of INSET?
- What is the role function of School Management Developers (SMGDS) for the provision of INSET for SSE?
- How can INSET improve the competency of SSEs through increased knowledge and skills?
- What are the views and perceptions of SSEs about INSET programmes provided by SMGDS?

- Can a proposed teaching and learning model be designed to be used by Thabo Mofutsanyana SMGDS for the provision of INSET to SSE?

As a theoretical framework for this study in the sections to follow, the researcher will discuss problem formulation, significance of the study, objectives of the research, research methodology, research design and planning of the research.

1.3 OBJECTIVES OF THE STUDY

In summary, the objectives of this study are mainly:

- To determine the meaning of INSET.
- To determine the role function of School Management Developers (SMGDS) with respect to their role as providers of INSET for SSE.
- What lessons can be learnt from a developed country with respect to the provision of INSET.
- To determine if INSET can improve the competency of SSE through increased knowledge and skills.
- To determine the views of SSE about INSET programmes.
- To design a model that can be used by Thabo Mofutsanyana SMGDS for the provision of INSET to SSEs

1.4 RESEARCH METHODOLOGY

According to Seaman and Verhonick (1982:149), research design refers to “the way the researcher plans and structures the research process.” Denzin and Lincoln (1994:14) share the same view and describe research design as “a flexible set of guidelines that connect theoretical paradigms to strategies of inquiry and methods for collecting empirical materials.” In other words, research design refers to an arrangement of procedures and methods of a research study that includes sampling, data collection, analysis and interpretation of results. Research design provides guidelines and structures

to the research process in order to prevent haphazard procedures. In this regard, a research design confines the researcher to an empirical world and connects him to specific sites, persons, groups, institutions and bodies of relevant interpretative materials.

This research was undertaken in one of the educational districts of the Free State Province, therefore a closer look will be taken at the characteristics of this district.

In this investigation a quantitative approach has been used. In describing quantitative research, Fraenkel and Wallen (1990:379) state that it is the method which investigates the quality of relationships, activities, situations and materials. This research also includes an empirical investigation as part of the research approach. Questionnaires have been used as a tool and instrument for the purpose and it is dealt with in detail in Chapter Five on the gathering the data of this study.

1.4.1 Literature review

During this phase of the study, an intensive literature review related to the topic was carried out to ensure that cognizance is taken of the previous work already done within this field. In addition, variables were identified, and challenges and limitations that were previously encountered were reviewed against current knowledge. Procedures, instruments and statistical methods that have been successfully utilized and implemented could be included in refining the problem and variables of this study (See 5.2).

1.4.2 Empirical investigation

The empirical research concentrated on developing a self – administered questionnaire that was sent to 52 secondary schools in the TMED. Permission was obtained from the Free State Department to conduct the research for the purpose of eliciting information from SSEs about the role functions of SMGDS in the provision of INSET based on proper information of scientific principles of validity, reliability and objectivity (See chapter 5).

1.4.3 Data-collection

The research conducted for the study was done in the format of self-administered questionnaires that were distributed either during convenient workshops, or through contact persons in schools of the TMED in the province of the Free State. This survey instrument is found in appendix A at the end of this study. The questionnaire was administered in a confidential and anonymous manner (See 5.4).

1.4.4 Population and sample of the study

Thabo Mofutsanyana District is part of the Free State Education Department and is located in the Eastern Area of the Province. TMED is the biggest district in the Free State province and consists of 90 secondary schools stretching from the town of Clocolan next to the border of Lesotho to Memel on the border of the KwaZulu Natal Province (see Map in appendix D). The sample that was used consisted of 52 secondary schools. Furthermore, details on the population of the study are fully discussed in Chapter Five (see 5.4.2).

1.4.5 Ethical considerations

There are very important principles that guided the researcher and the study that evolved from it, namely:

1.4.5.1 Voluntary participation

Participation of the SSEs in the research and the study was based on the voluntary participation of respondents. However, the researcher did request the necessary permission to conduct the research from the TMED principals before the time, as is seen in the letter which was attached to all self-administered questionnaires when distributed to the schools.

1.4.5.2 Anonymity of respondents

The participation of the SSEs in the study and the completion of the survey instrument was also based on the principle that the school would be

anonymous and that specific references to the schools and the SSEs would only be made to ascertain scientific value for the research and the study that was conducted.

1.4.5.3 Sensitivity of information

All information received from the schools and their principals was treated with the utmost care and sensitivity. The researcher deemed this necessary to ensure the highest possible return on the effort of the respondents to complete and return the survey instrument to the researcher for analysis.

1.4.6 Limitation of the study

The following limitation was discerned:

As the letter detailing the permission by the Free State Department of Education (appendix 3) indicates, access to the schools within the education district of Thabo Mofutsanyana was restricted to the second and third school terms only. Because during the first terms educators are normally occupied with school based meeting, whereas the last term is reserved for formal examinations.

1.5 SIGNIFICANCE OF THE STUDY

The climate of opinion with respect to lifetime education is beginning to prevail in society in general and the growing interest in INSET continues to generate a considerable degree of publications each year (Bagwandeem & Louw, 1993: 57). Based on the statement above, it is the researcher's view that findings brought forth by this study will impact fruitfully on SSEsas the target group of this research. It is expected that the findings of this study will help SSEsto extend their personal education, professional competence and general understanding of the role which they and the schools are expected to play in their changing societies. As Thompson (1982: 4-5) indicates, it is through INSET that an educator's personal needs and aspirations may be met (see also Hartshorne, 1992:258). In addition to the above, Mataboge (1998: 21) in his quotation from Grabowski *et al.* (1981:85), postulates:

“There is no question or debate about the need for professionals in every field to be in some form of continuing education; that the basic need for continuing education results from the danger of two kinds of obsolescence, that is, teaching the same standard for a number of years without furthering one’s studies.”

1.6 DEFINITION OF CONCEPTS

Key concepts and terms that are central to the study are explained in detail in Chapter 2.

1.6.1 School Management Developer

A school Management Developer is a term used in the Free State Province for an official who develops school principals and educators in terms of teaching strategies, school finances, extra curriculum management and improvement plans (*cf.* 2.6).

1.6.2 In-service education and training (INSET)

In attempting to critique definitions of INSET, Bolam and Porter (1976:3) pithily comment, that ‘no agreed definition exists.’ Indeed, INSET has been defined in various ways. As Murphy (1985:6) observes, there are as many definitions as there are INSET programmes. Understandably, therefore, one assumes that the definition of INSET will depend to a large extent on the emphasis that is placed on INSET in terms of its plan or design (*cf.* 2.5).

1.6.3 Secondary school

Secondary school, as used in this research, refers to a school which caters for learners in grades ten, eleven and twelve.

1.6.4 Secondary school educator

For the purpose of this research a secondary school educator is regarded.

1.6.5 Education district

An education district is defined as clusters of schools (making up a circuit), educator formations and other stakeholders, such as school Governing Bodies (made up of communities around the schools) in a given area and has as its modal point a resourced district office. An education district is an entity which is largely defined in terms of the number of schools, educators and especially learners.

1.7 STRUCTURE OF THE RESEARCH

In Chapter One, the researcher introduces the reader to the field of this study. The research problem is contained and explained together with the objectives of the study. The significance of the study is outlined and the method used in collecting data is stated and explained. Limitations of the study as well as the structure of this research are also given.

Chapter Two provides an explanation of INSET.

In Chapter three the concepts of SMGDS and INSET provision is further explained by analyzing the nature of SMGDS in the United Kingdom (UK) secondary schools. Information on how SMGDS in the UK operate on a daily basis as well as the leanings by Thabo Mofutsanyana Education District is discussed.

Chapter Four deals with the role of SMGDS as providers of INSET in the TMED of the Free State Province. A specific example is that of a resource centre used by SMGDS to provide INSET to SSEs.

Chapter Five, comprises of an empirical investigation into the need for SMGDS to provide INSET to SSEs in the Thabo Mofutsanyana Education District of the Free State Province. It also presents the research design.

Chapter Six presents a proposed model for INSET provision for TMED SSE.

Chapter Seven consists of a brief summary of the research. Furthermore, conclusions are drawn from the findings and recommendations for further research are made.

1.8 CONCLUSION

The problem investigated in this research has been posed in this chapter. It was indicated that the role function of SMGDS is critical in the provision of INSET for SSEs. In chapter two the theoretical and conceptual framework for SMGDS as providers of INSET to SSEs will be discussed.

CHAPTER TWO

THE MEANING OF INSET

2.1 INTRODUCTION

In chapter one, the researcher provided details about the scenario concerning the role function of SMGDs in the provision of INSET and the research problem which led to the present study. Furthermore, the objectives of this investigation as well as the research methods and the structure of the research with regard to provision of INSET programmes for SSEs by SMGDs have also been referred to. The background to the problem and the significance of the study was also outlined. Finally, a brief definition of key terms was given.

Chapter two will deal with the school as an organisation, effective schools and outline a definition of renewal. The concept INSET will also be broadly defined. The difference between Andragogy and Pedagogy will be fully discussed. Lastly the chapter will outline different models relevant to INSET programmes

2.2 THE SCHOOL AS AN ORGANIZATION

A distinctive feature of all modern societies is the presence of organizations. Adults spend much of their time working in corporate or government organizations; children spend much of their early years at school. In industrial societies, organizations are a rational and efficient way to coordinate human action. Owens (1991), as quoted by Atkinson, Wyatt and Senkhane (1992:194), observed that organizations are social groupings that are deliberately constructed or reconstructed to achieve specific goals. Thus, organizations combine resources, personnel, equipment, and raw materials to achieve goals. Furthermore, they evaluate performance relative to goals and, if needed, make adjustments to insure that goals are achieved. These

activities allow organizations to serve the needs of society and its citizens better (Etzioni, 1964:193).

Although organizations were created to serve the needs of society, they have sometimes become its master rather than its servant. The dominance of economic and governmental activity by large organizations is a recent development, as is the study of organizations by social scientists. Within the social sciences, several major schools of thought have emerged; each presents differing perspectives on organizations and the ways in which people can be influenced to achieve the goals of the organization. Rather than joining the battle as to whether one school of thought is better than another, it is advocated that problems be viewed from several different perspectives.

The reason that organizations exist is to achieve goals. Organizational goals are directed toward achieving a desired future state of affairs and operate "through images which have a very real sociological force that affects contemporary actions and reactions" (Etzioni, 1960:6). The goals of an organization are based on the values of society. As a consequence, considerable pressure is exerted on organizations by government agencies, labour unions, and laws as to what goals may be sought and what means may be used to achieve them. Organizational goals may be determined through consultation among everyone in the organization. At other times, goals may be determined as a result of conflict or complicated power plays among groups or individuals inside and outside the organization.

Although it is known that goals are always intended, it is difficult to differentiate between goals that are simply stated and those that an organization intends to pursue. One way of differentiating the real goals of an organization is to examine the distribution of the organization's human and materials resources. In general, the real goals of an organization are those to which a majority of resources are directed (Atkison *et al.*, Unpublished Article: 189).

The school is also an organization in that schools are formal organizations with many of the same characteristics as bureaucratic organizations. Abbott,

as quoted by Hoy and Miskel (1991:115), indicates that the school organization as we know it today can accurately be described as a highly developed bureaucracy. The basic assumption of bureaucracies is that every subordinate has less technical expertise than his/her superior. This assumption certainly does not apply to schools. On the contrary, educators often have more competence and technical expertise than SMGDS and principals who occupy a higher level in the school as organization. Consequently, to find strain and tension at schools between educators and principals should not be surprising.

However, schools have their own uniqueness in that they are structured more loosely than is true of other organizations. For example, only a limited amount of inspection occurs at schools as an SMGD who visits a classroom too frequently is accused of harassment. At schools, educators are reluctant to give one another unsolicited feedback. As a result, poor performance persists because inattention is justified as respect for professional autonomy. Moreover, schools have large spans of control. This means that there are few educators and many learners. Educators find it hard to keep track of the learners, let alone of one another. Since the technology of education is not clear, educators try many different things and find it difficult to tell what works (Weick, 1982: 673-675).

It is clear from the above explanation of schools as organizations that there exists a need for SMGDS to provide INSET. However, few resources are ever committed to this goal. If INSET is a real goal, significant organizational resources should be committed to it.

Furthermore, for the SMGDS to maximize the provision of INSET, research on how effective schools operate and engage in teaching needs to be strengthened hence looking at effective schools become critical.

2.3 EFFECTIVE SCHOOLS AND TEACHING

To have instructionally effective schools, proponents of effective schools literature have hypothesized that there must be:

- Clear, focused mission (although all schools adopt multiple goals, the goals to ensure academic excellence and to educate all learners are nonnegotiable in instructionally effective schools)
- Strong instructional leadership by the principal
- High expectations for learners
- Frequent monitoring of learners' progress
- A positive learning climate
- Parent/community involvement
- An emphasis on learners' attainment of basic skills (Bamburg & Andrews, 1990: 3)

Glickman (1991:80) states that every major research study on successful schools has noted the organizational phenomenon of collective action, agreed-on purpose and belief in attainment. This occurs when educators perceive themselves "as part of the larger enterprise of complementing and working with each other to educate learners".

Bamburg and Andrews (1990:29) believe that to be an effective instructional leader, one:

- has a vision for the organization that is clearly focused upon desired outside outcome (i.e. "ensure academic excellence");
- communicates that vision to everyone connected with the organization to obtain support for it;
- provides and/or obtains the resources needed to accomplish the vision (i.e. materials, information or opportunity); and
- manages oneself so that the above can occur.

Their research on effective schools strongly suggests that instructionally effective schools have principals who are viewed by educators as the primary

instructional leader at the school. They developed an operational definition of instructional leadership behaviour. The behaviour was found to be a set of strategic interactions that Bamburg and Andrews (1990:17-19) grouped as:

- A resource provider that marshals personnel and resources to achieve a school's mission and goals, and is knowledgeable about curriculum and instruction
- An instructional resource that sets expectations for continual improvement of instructional programmes and actively engages in staff development, and encourages the use of different instructional strategies
- An effective communicator who models commitment to school goals and articulates a vision of instruction goals and means for integrating instructional planning and goal attainment, and sets and adheres to clear performance standards for instruction and educator behaviour
- A visible presence who visits classrooms, attends departmental or grade-level meetings, is accessible to discuss matters dealing with instruction, is an active participant in staff development

Research on effective teaching reveals how to accomplish certain tasks. Instructional leadership differs from the other models reviewed in this chapter because it focuses on the direction of influence, rather than its nature and sources. The increasing emphasis on managing teaching and learning as the core activities of educational institutions has led to this approach being endorsed, notably by the English National College for school Leadership, which includes it as one of its ten leadership propositions.

“Instructional leadership is strongly concerned with teaching and learning, including the professional learning of educators as well as Learner growth”.

Bush and Clover's (2002:10) definition stresses the direction of the influence process: Instructional leadership focuses on teaching and learning and on the behaviour of educators in working with learners, Leaders influence is targeted

at learners learning via educators. The emphasis on the direction and impact of influence rather than the influence process itself.

Southworth's (2002) qualitative research with primary heads of small schools in improving teaching and learning:

- modelling;
- monitoring; and
- professional dialogue and discussion.

Instructional leadership is a very important dimension because it targets the school's central activities, teaching and learning. However, this paradigm underestimates other aspects of school life, such as sport, socialisation, Learner welfare, and self esteem (Bush 2003:16-17).

However, as Glickman (1990:80) points out, it does not tell us which is the best way. Schools or school systems must first choose goals according to what is best for their learners. For example, should higher achievement scores in reading and mathematics be gained at the expense of studying science, art and music? Once goals are set, research on effective teaching that is congruent with the goals can then be applied in the most effective manner.

In the current research on effective teaching there are some generalities to be noted. Glickman (1990:80) concludes that it is inappropriate to view explicit, direct instruction as the model for effective teaching, valid for the majority of instruction in a classroom. Rosenshine (cited in Glickman, 1990:80) estimates that direct instruction should account for 40% of teaching at most, and still remains the most used instructional strategy. Then what instructional model should be used? It will depend on the school's goals. Using these as a guide, educators must make informed decisions as to the most appropriate instructional model(s). Effective instruction, then, is the ability to use a variety of teaching methods according to a variety of learning goals and outcomes.

According to Porter and Brophy (1988:74), effective educators portray the following characteristics:

- Understand their instructional goals
- Design instruction according to these goals
- Communicate goals to learners
- Create learning situations and use a variety of instructional approaches to promote creative thinkers, as well as factual learners
- Reflect
- Evaluate themselves

One of the key strategies that can be employed to enhance effective schools' teaching practices could be the implementation of INSET renewal. This concept is now discussed.

2.4 RENEWAL

The concept renewal is often used synonymously with INSET and professional development. More specifically, Burke (1987: ix) explains that the concept of renewal as merely beginning once more is too parochial to satisfy the idea of development. He states that:

“...to be sure, renewal can be a reinstatement of a former activity, but it is more progressive in nature when viewed as an extension or a reinvigoration of both purpose and process”.

Renewal in education is also a personal phenomenon. As such it must come from within the person. It cannot be something that bureaucrats can demand as conditions of service in terms of a mandate, requirement or regulation (Bolak, 1983:31), referring to A. Mamary, 'District-Wide Model for Educator Renewal', *Viewpoints in Teaching and Learning*, 54, (1978:70)).

Renewal, however, can be encouraged in a school milieu characterized by trust, caring, respect, pride and high morale. As such, educators are then seen as professionals who are involved in decision-making.

It must be emphasized that in any renewal programme, envisaged educators are the bottom line of the anticipated change (Schiffer, 1979:4). Moreover, renewal must be seen as the extension of the teaching role which contributes towards relieving the constraints of being limited to earlier strategies and approaches. The logical development of new design throws the door wide open for the evolution of new patterns of process. Understandably the earlier patterns are points of reference that lead in the final analysis to creative planning and action (Burke, 1987:ix).

Psychological and economic commitment to the professional growth of educators could lead to a coherent and comprehensive process for self-analysis and renewal (Dillin-Peterson, 181:2). If educators were unwilling or unable to implement progressive ideas in educational thinking, even the most educator-proof package of innovation would be doomed to failure (Schiffer, 1979:4).

Professional renewal, then, is concerned with a genuine learning experience that results in more effective and efficient pedagogy. Educators are usually inundated with a wide variety of responsibilities that impinge upon them at one time. Learning to control, co-ordinate and organize is a developmental experience. It is to be expected that the attention span directed to such responsibilities will differ and vary over a period of time and thus tax the ingenuity, enterprise and initiative of the individuals involved. It is also understandable that, at times, individuals may need to concentrate on a single measure of responsibility. Therefore, during this time it is possible that the application of their abilities may remain dormant and unused. In the course of time, development may necessitate a shift back to the dormant areas of responsibility at which point the educator may feel inadequate. According to Burke (1987:x), such instances should be grasped as opportunities for renewal. In this context, renewal is conceived of as the re-establishment of former strengths.

Continuous, responsible self-renewal for educators is the ultimate goal of the process of INSET and staff development designed to foster personal and professional growth (Dillin-Peterson, 1981:3). Burke (1987:ix) corroborates this contention by his comment that:

“Renewal is, in fact, the complex of processes essential to continuing improvement of personal and professional qualities. Renewal of personal competence can lead to programme vitality and a guarantee that improvement will be a continuing and individual realization. Successful professional renewal is dependent upon change, and change is an essential component of development”.

Although literature indicates that renewal of INSET can improve the quality of schools, the concept ‘INSET’ needs to be defined and analyzed for the realization of the objectives of this research (*cf.* 1.3).

2.5 DEFINATION OF INSET

Effective INSET provides answers to the following questions: What are the reasons for organized INSET? What are the main objectives and issues of organized INSET?

Both questions are interrelated. The question of “why INSET systems are organized for educators” governs decisions on their objectives and their target groups. The answers concerning the objectives and the target groups provide answers as to why INSET is organized.

INSET systems for educators tend to meet, first of all, the following challenges:

- The changing requirements imposed by socio-economic and cultural development on the educational system, educators and other educational personnel

- The changing requirements imposed on educators' qualifications by the educational sciences and improvement in the level of performance of the teaching profession (Bagwandeem & Louw, 1993:19)
- It is also evident that, besides specific social needs, the concept of INSET is under the influence of many other stimuli which cannot be ignored. Thus, for example, INSET is influenced by the changing needs and aspirations of learners, by the experience gained by the educator in relation to the improvement of subject specialization, by the outcomes of the educator's self-education and by the results of self-critical professional assessment.

Significant differences exist in the organization of an INSET system. On the one hand there is a considerable diversity connected to the seeking of clear communication links and a certain unity of action. On the other hand, these systems are integrated in overall education systems (especially in the socialist countries). In this respect there arises the question of the range of INSET initiatives and the implementation of general concepts within educators' lifelong education.

Because of its variety, it is difficult to generalize with regard to the purposes, forms, methods and levels of INSET. There is agreement, however, on the following aspects:

- A growing interest in finding suitable forms of INSET
- The inability of existing systems to fully satisfy the needs of society in this field
- A keen interest in, and much activity devoted to, improving the quality of INSET within the context of lifelong education

SMGDS who work with SSEs should adopt a definition or rationale for staff development that focuses on the individual SSEs and his/her personal growth:

“...staff development is first and foremost an attitude, a commitment to help individuals grow personally and professionally

in a supportive climate. Staff development involves a broad range of activities designed to promote staff-renewal and indirectly, more effective learning for youngsters. Staff development activities are long-range in orientation and place the individual staff member at the heart of the growth planning process” (Rogus & Shaw, 1984:15).

This definition focuses on the long-term development of individual educators. Educator growth involves changes in behaviour that should be apparent to and measurable by the educator and the principal. Effective staff development exists when educators implement appropriate strategies, techniques and approaches to identify objectives that lead to specific outcomes or products. Educator growth, in turn, should result in the improvement of the achievement, motivation, self-image and discipline of the learners in their charge.

Ideally, staff development should help SSEs to:

- set specific professional growth and improvement objectives;
- plan collaboratively with peers and supervisors to implement growth strategies, skills training, demonstrations, inservice activities, peer and other coaching opportunities, as well as supervisory sessions that aid directly in attaining individual objectives;
- demonstrate and assess professional growth as an individual, with peers, and for supervisors on observable and measurable criteria that are clearly related to learner achievement; and
- plan additional continuing growth activities and workshops (Rogus & Shaw, 1984: 17).

SMGDS as providers of INSET are expected to conduct workshops for SSEs in order to improve educator effectiveness. Workshops are generally flexible and adaptable to the requirements of the SSEs and situations. They provide for the polling of information and at the same time they enable SSEs to share experiences. This contributes to the development of individual and group

skills. They help build confidence among the SSEs. SMGDS, as facilitators of workshops or presenters help SSEs to arrive at solutions to their needs. Workshops emphasize the development of individual competencies in a defined area of concern largely through a variety of small groups. Lastly, workshops redefine and refine the fundamental goals of education and generate creativity and critical thinking (Oliva, 1993: 358).

As Bagwandeem (1991:50) contends, it must be conceded that while definitions of INSET may vary, INSET itself remains a crucial element. It provides for the varying needs and aspirations of educators. It further contributes profoundly towards improvement in the quality of education.

It is, however, necessary to take note of specific guidelines for adult education practice or as Knowles (1980:43) states, the art and science of helping adults learn.

2.5.1 The difference between andragogy and pedagogy

The concept “andragogy” is diffuse. It is sometimes formulated as theory, a set of hypotheses or guidelines for adult education practice. Furthermore, the European meaning differs from the North American meaning, which is almost always associated with Malcolm Knowles.

As mentioned in the North American literature, the concept of andragogy is generally associated with Knowles’ conceptualization of andragogy. This is generally also the case in South Africa. Knowles (1980:43) defines andragogy as “the art and science of helping adults learn”. Originally, Knowles defined andragogy in contra-distinction to pedagogy. However, his thinking changed gradually and he later described it as follows (Knowles, 1980:43):

“Andragogy is simply another model of assumptions about adult learners to be used alongside the pedagogical model of assumptions, thereby providing two alternative models for testing out the assumptions as to their ‘fit’ with particular situations. Furthermore, the models are probably most useful when not seen

as dichotomous but rather as two ends of a spectrum, with a realistic assumption (about learners) in a given situation falling in between the two ends.”

While Knowles' interpretation and application of the concept has varied over the years, his view of andragogy is essentially based on six assumptions (four originally, with two added later). The assumptions that underlie Knowles' andragogical model are as follows (see Knowles *et al.*, 1998):

- As a person matures, his/her self-concept moves from dependency towards self-direction.
- Maturity brings accumulating experience that becomes an increasingly rich resource for learning.
- As a person matures, readiness to learn is increasingly oriented towards his/her development tasks and social roles.
- As a person matures, the orientation towards learning becomes less subject-centred and increasingly problem-centred. There is also a change in time perspective – from future application of knowledge to immediacy of application.
- Adults need to know why they need to learn something before undertaking to learn it.
- Even though adults are often motivated to learn by external motivators (promotion, a higher salary, etc), the most powerful motivators are internal pressures (quality of life, job satisfaction, etc.).

Knowles identified conditions for learning by adults, as well as adult learning principles. His assumptions and principles for practice were met by considerable enthusiasm and support, but were also criticized fiercely. The andragogical assumption that has been criticized least is that learners accumulate a growing reservoir of experience that becomes an increasing resource for learning. This assumption of andragogy can “arguably lay claim as being a given in the literature of adult learning” as quoted by Knowles.

Pratt (1993:21) concludes an assessment of the contribution of andragogy to adult education by stating that:

“...its contribution to our understanding of adult learning is not as grand in substance as it is in scale. The widespread and uncritical adoption of a particular view of adults as learners should not be the only measures by which we assess andragogy’s contribution ... Further, while andragogy may have contributed to our understanding of adults as learners, it has done little to expand or clarify our understanding of the process of learning. We cannot say, with any confidence, that andragogy has been tested and found to be, as so many have hoped, either the basis for a theory of adult learning or as a unifying concept for adult education. Despite the criticism of Knowles’ andragogical model, his views have been influential in adult education circles. Moreover, the resultant controversy has led to prolific research and dialogue, thus contributing considerably to the expansion of knowledge in the field of adult education”.

When analysing three related terms which are used in the European literature, namely andragogy, andragogics and andragology (Long,1991), Van Enckevort (in Long, 1991:74) explains these terms as follows: Andragogy is “any intentional and professionally guided activity which aims at a change in adult persons”. Andragogics is “the background of methodical and ideological systems which govern the actual process of andragogy” and andragology is “the scientific study of both andragogy and andragogics”.

The knowledge about “Andragogy” is key to this study because SSEs are also adults, which will give the researcher and the reader clear understanding on how the SMGDs can provide effective INSET.

To confuse the interpretation of the term “andragogy” even more, it is not used in a similar way in all European countries and not all countries use this term to refer to the teaching of adult learners. Some countries, for example, use the term “adult pedagogy”. In a country such as Holland, for example, andragogy

means the overall study of social work, community organization and adult education (Jarvis, 1990:22).

The definition is also true because SSEs are involved as satisfying societal need after they receive INSET from SMGDs.

Education as the structure underlying the animation of the learning process must be similarly lifelong and not confined to a limited period of compulsory attendance at an institution in life. Bearing this in mind, one would ask oneself: where does adult education lie within this structure or what should be its relationship with other aspects of informal or formal education in schools?

Knowles (1980:40) postulates that the monks, in teaching very young children relatively simple skills (originally mostly reading and writing), initially based the pedagogical assumptions about learning and learners on observation. In fact, Knowles indicates that people did not get much knowledge about learning until studies on adult learning began to appear after World War II. Accordingly, their educators found them to be resistant frequently to the strategies that pedagogy prescribed, including fact-laden lectures, assigned readings, drill, quizzes, rote memorizing and examinations. Adults appeared to want something more than this and drop-out rates were high.

The South African Schools Act (SASA) (1996:6) states that the adult basic education and training needs of a majority of the adult population, both in and out of formal employment, has had no schooling or inadequate schooling. It is further states that this situation will be redressed because basic education is a right guaranteed to all persons by the constitution and because our national development requires an ever increasing level of education and skills throughout society.

This theory becomes important to this exploration because SMGDs as providers of INSET engage SSEs who in terms of their ages, as reflected in biographical information, are adults. SMGDs who are effective instructional leaders make instruction their top priority and insist that SSEs do the same. They work with SSEs on making teaching effective, guide SSEs to improve their instructional skills and encourage change. To be able to do these things,

SMGDS as providers of INSET must not only be familiar with ways to teach learners effectively, but also with ways to teach adults and develop adult talent effectively.

McPherson and Lorenz (1985:167) suggest that, to understand the theory of andragogy, it should be contrasted with the theory of pedagogy which has dominated views of teaching of human beings of all ages. Typically, pedagogy is defined as the art and science of teaching, but the word is actually derived from Greek words which mean "leading children." Thus, pedagogy should be equated more specifically with the art and science of teaching children and youth. In contrast, the word "andragogy" is taken from the Greek words which mean "leading man." Andragogy, then should be equated with the art and science of teaching adults. Ideally, SMGDS as providers of INSET should use pedagogical techniques with learners and andragogical techniques with SSEs.

Knowles (1980:68-89) discusses several major assumptions that distinguish the andragogical approach to teaching from the pedagogical approach to teaching. These assumptions pertain to self –concept, readiness to learn, time perspective, orientation to learning and experience.

Table 2.1: The adult learner: A neglected species (Houston: Gulf Publishing Division, 1973)

From Pedagogy to Andragogy		
	Pedagogy	Andragogy
Self-concept	Dependency	Increasing self-directedness
Readiness	Biologic development Social pressure	Developmental tasks of social roles Self-pressure
Time perspective	Postponed application	Immediate application
Orientation to learning	Subject centred	Problem centred
Experience	Limited in amount Difficult to interpret accurately	Learners are a rich resources for learning

SMGDS as providers of INSET need to understand the following principles as stipulated by McPherson and Lorenz (1985:55-60) in order to improve the teaching strategies of SSEs:

- Feedback is important in any educational programme, but is essential for adult learning. Adults need to see the direct results of their effort and need to have continual comment about their progress. Accurate and helpful feedback reduces anxiety and encourages the adult learner to learn without fear.
- Adult learners reject learning situations that they perceive as attacks on their competence. As a result, SMGDS should avoid being prescriptive

with adult learners. The SMGD must act as a facilitator, a resource person whom the adult learner respects and trusts.

- The message to the SMGDS who want to develop SSEs successfully starts with the needs of the adults they are teaching.
- Adults learn through a cyclic process consisting of four movements such as making use of an experience, reflecting or reacting to the experience, forming new concepts by making conclusions about the experience and testing the conclusions or practising new behaviour.
- Adults tend to improve their performance when they set goals that are specific and difficult.
- Adults who have learned to learn cite several important factors relevant to learning including the instructors' attention and empathy in coaching, practice, feedback and assistance from peers.
- The above principles indicate that adult learners want learning experiences that are challenging and geared to their needs. SMGDS as providers of INSET should make sure that such is the case and facilitate the experiences by providing support and encouragement.

To accomplish the objective of helping SSEs to improve their teaching skills, SMGDS must ensure that the above operational principles are addressed.

2.5.2 Assumptions underlying INSET

The basic assumptions that underlie the planning, implementation and assessment standards of effective INSET programmes include the following (adapted from Wood, Thompson & Russel, 1981):

- All personnel at schools, to stay and effective, need in-service education and should be involved in it throughout their careers.
- Significant improvement takes considerable time and is the result of systematic, long-range INSET.

- In-service education should impact on the quality of the school programme and help educators improve their abilities to perform their professional responsibilities.
- Adult learners are motivated to risk learning new behaviours when they believe they have control over the learning situation and are relatively free from threat of failure.
- Adult learners vary widely in their professional competencies, readiness and approaches to learning.
- Professional growth requires both personal and group commitment to new performance norms.
- The health of an organization, which includes factors such as social climate, trust, open communication and peer support for change, influences the success of INSET programmes.
- The school is the primary unit of meaningful change in education.
- School districts (regions/areas/circuits) have the primary responsibility for providing resources and training necessary for a school staff in their efforts to improve instruction. (Schools also have a responsibility to provide resources and to initiate training particularly when more encompassing bodies do not provide INSET.)

2.5.3 Operational principles underlying INSET

SMGDS, as providers of INSET, should be aware that SSEs' success depends on an operational structure that incorporates the following principles (Oliva 1989:341):

The goals must be clearly understood, be relevant to the needs of SSEs, highlight the positive interdependence of members and evoke from every member a high level of commitment to their accomplishment.

- SSEs must communicate their ideas and feelings accurately and clearly. Effective two way communication is the basis of all group functioning and interaction among group members.
- Participation and leadership must be distributed among members. As leadership needs arise, members should all feel responsibility for meeting them. The equalization of participation and leadership makes certain that all members will be involved in the groups' work, committed to implementing the groups' decisions, and satisfied with their membership. It also assures that the resources of every educator will be fully utilized and increase the cohesiveness of SSEs.
- Power and influence need to be approximately equal throughout the group. They should be based on expertise, ability and access to information, not on authority. Coalitions that help fulfil personal goals should be formed among members on the basis of mutual influence and interdependence.
- Appropriate decision-making procedures must be used flexibly if they are to be matched with the needs of the situation. There must be a balance between availability of time and resources and the method of decision making used. Another balance must be struck among the size and seriousness of the decision, the commitment needed to put it into practice and the method used to make the decision. The most effective way of making a decision is usually by consensus.

SMGDS as providers of INSET should keep these operational principles in mind as they provide INSET or perform tasks at their schools. When serving as leaders SMGDS should structure the interactions between members to enhance the possibility of implementing these principles.

Defining and outlining the concept INSET indicates that the emphasis is on the improvement of knowledge, competence and professional skills of SSEs. However, there is also a need to look at the organizational framework of INSET.

2.6 ORGANIZATIONS AND THEORETICAL CONCEPTUAL FRAMEWORK OF INSET

The exact definition of theory or science is hard to find, there is sufficient consensus that theory signifies a set of formal propositions that explain how something operates (Flinders & Mills, 1993:xii). There is also general agreement that theory manifests itself in everyday life in the assumptions, biases and stances that are part of people's activities (Wolcott, 1992:7).

According to Mofokeng (2002:30), it is clear that the problem lies with the fact that there are too many definitions of theory. For example, Snow (1973:278) notes that there are as many definitions as there are people concerned with theory. A review of various literature sources reveals that definitions and conceptualization of theory range from those that are simple to those that are complex and from those that have a general meaning to those with a special technical meaning, Reid (1965:18) conceptualizes theory in its widest and most inclusive sense by stating that educational theory is a large bag containing in-depth reflections and general polemics of education.

The purpose of all science is to understand the world in which we live and work. Scientists describe what they see, discover regularities and formulate theories (Babbie, 1998:10). Organizational science or theory attempts to describe and explain regularities in the behaviour of individuals and groups within organizations.

Flinders and Mills (1993: xii) present the following definition of theory:

“...an analytical and interpretive framework that helps the researcher to make sense of ‘what is going on’ in the social setting studied”.

The above definition emphasizes that theory enables explanations, predictions and well-guided action or practice. The importance, primary purpose and value of a theoretical and conceptual framework are encapsulated by the fact that it helps to describe and explicate a phenomenon (Moore & Kearsley, 1996:211-212). They maintain that a theory is like a map.

It illustrates a scientific and simplified form of a phenomenon. It also emphasizes relationships among the various components of the phenomenon. Most importantly, the theoretical and conceptual framework serves as a pointer to areas that are not familiar with respect to the phenomenon being studied. Theoretical and conceptual frameworks identify areas that may require further study and exploration. In short, Mofokeng (2002:31) emphasizes that theoretical and conceptual frameworks in general terms launch the strategy for innovation and the continuum for further research in the field being studied.

Although people who work in organizations would prefer theories to be understandable, predictable and manageable, most find them deceptive, surprising and ambiguous. Theories have been developed to help make sense of the complexities of everyday life in organizations, to make situations clear, reduce uncertainty, inform administrative intuition and set the stage for action (Bolman & Deal, 1988). Theories are generalized statements that help to explain occurrences in a systematic way and may range from simple generalizations that help to explain what is happening. Theories help administrators focus on issues, determine the question to be asked and the information to be collected. Moreover, they provide the framework for what is understood and suggest what actions are to be taken. There is great interest in Educational Leadership in the early part of the 21st century because of the widespread belief that the quality of leadership makes a significant difference to school and Learner outcomes. There is also increasing recognition that schools require effective leaders and managers if they are to provide the best possible education for their learners. Schools need trained and committed Educators but they, in turn, need the leadership of highly effective Supervisors and provision of INSET support from SMGDs

Many SMGD's would prefer practical guidelines for managing schools rather than theories. However, specific practical guidelines however are limited. They cannot cover all problems encountered. Theories, on the other hand, provide a set of broad understandings of organizations and individuals that work in them and can be used to guide effective actions. Contrary to popular

opinion, theories are not separate from what occurs at schools. They are based on systematic observations of human behaviour at schools. Theories attempt to bring order to chaos.

Research indicates that successful teaching depends on the development of an adequate theoretical or scientific foundation. For example, Van Schalkwyk (1993:278) refers to theory in general and points out that the significance and value of theory are embedded in the fact that theory can let practice to succeed or fail.

In his research, Mofokeng (2002:38) acknowledges that a brief overview of theories that are relevant to the researcher's field of investigation is necessary. According to Mofokeng, theories serve as an essential move towards understanding the complexity of influences on the INSET of university lecturers and the creation of a theoretical and conceptual framework within which the influences can be ordered and related to one another. Mofokeng's argument also seems to be true for the INSET for SSEsby SMGDS, as such a framework cannot be attained by any one particular theory or model. He also refers to Van Dalen (1973:26-30), as well as to Moore and Kearsley (1996:211-212), advocating that despite the existing disagreement among philosophers and social scientists about definitions of theory, there appears to be a broad agreement that theory is important in order to attain the objectives of a scientific inquiry, to name, classify, describe and predict phenomena, to make predictions on the basis of these generalizations and to demonstrate the applicability of such knowledge to practice.

With the background exposition and explanation of the theoretical framework and the objectives of INSET, it is essential at this point to consider the existing models and typologies of INSET.

2.7 MODELS FOR THE IMPLEMENTATION OF INSET

Several models and typologies of INSET exist. For this purpose the researcher will examine a few of the better-known models in both developing and developed countries. It must be remembered, however, that the construction of models for INSET is made complex by the problems created

by the absence of a common language base (Pather, 1995: 66). Other problems include such aspects as governance of INSET, structural problems, lack of pre-service education and training (PRESET) and INSET continuum, absence of collaboration among providers of INSET, wide ranging differences in management styles, the hidden curriculum, bureaucratic constraints and educator attitudes. The following modes can be applied to both formal, award-bearing INSET, as well as non-formal, non-award bearing INSET.

2.7.1 The Traditional INSET Model

Traditional INSET model focuses on curriculum-related INSET courses in which officials of the Department of Education explain changes. These could apply to syllabus revisions, teaching methods and organizational developments at a school. Educators meet on a regional basis in a lecture or workshop situation at schools or educators' centres.

This model is based on the Cult of Efficiency as propounded by Campbell (1981). Campbell refers to the possible control of INSET and, as a point of departure, uses the theory of analysis of control as propounded by Bernstein (1971). Educators as learners have their own knowledge to contribute to the process of learning (Campbell, 1981: 150; Pather, 1995: 72).

However, the model tends to generate dissatisfaction as SMGDS often attempt to offer solutions without taking cognizance of the fact that the problems may not be the same at all these schools. When common problems are addressed in terms of this model, it must be borne in mind that the conditions, facilities, resources, qualifications and experience of educators participating in a programme vary from school to school.

Other criticisms outlined at the SMGDS Conference in 2008 (Unpublished Resolutions) include:

- Inadequate account taken of school context
- Mismatch between needs of educators and course content
- Limited follow-up support resulting in minimal impact

- Selection of educators to attend courses dependent on availability
- Dissemination of course content depends on peer group acceptance
- Support for innovation from school management is unpredictable

Regardless of the criticisms of the Traditional INSET model, the merits of the model can be outlined as follows:

- Opportunities for educators from different backgrounds to meet
- Great awareness of problems that are general
- Contributes to assessment standards

2.7.2 The Growth Model

The growth model suggests that teaching is a complex and multifaceted activity about which there is more to know than can be known by any one person. It provides opportunities for greater fulfilment of the educator as a practitioner at the chalk face. The primary focus of this model is to enable the educator to become familiar with development, progressively more sensitive to what is happening in the classroom and more positive towards problem resolution (Bagwandeen & Louw, 1993: 71).

The merits of the Growth Model include the following:

- The growth model provides an environment in which the educator can interact with development in his field and can explore these issues in a way that leads him to a journey of self discovery.
- The experience that they gain enables educators to ascribe meaning to their practice as well as to conceptualize their perceptions.
- The growth model brings about a dramatic change in the way schools are administered as educators learn to adopt a more positive attitude to the problems they commonly encounter.

2.7.3 The School Focused Model

In the appraisal of INSET, the role of the school is perhaps the most neglected factor in the whole process (Watkins, 1973: 81). Joyce, *et al.* (1983: 149) states this view more forcefully (Bagwandeem & Louw, 1993:132):

“If the education profession is to flourish and if schools are to be a vital force in society, it is necessary to rebuild the school into a lifelong learning laboratory not only for children but for educators as well”.

Inter alia, the following are critical considerations for school-focused INSET (Bagwandeem and Louw 1993:132):

- Co-operative planning at school level
- No school is an island and other schools should be consulted in planning INSET
- Consultants should be used
- Continuous development of professional knowledge, skills and commitment of staff
- Educators discuss collective INSET needs
- Educators have ownership of INSET programmes which are job-related as well as job embedded and on-going
- Assessment standards of INSET to be done by members of staff
- School-focused INSET must avoid excessive introversion
- There must be a balance between school, group and individual needs in the attainment of INSET goals

The merits of the School-focused model include the following:

- Its acts as a powerful incentive for educators to participate.

- Because of its relevance and professionalism, as well as its promise of effectiveness in bringing about changes at schools, it enjoys acceptability among educators.

2.7.4 The Research-based INSET Model

This model is related to instructional methodology that has been researched and found to be effective (Bagwandeem & Louw, 1993: 77). Research into classroom practice is either commissioned or superintendents of education study relevant research findings for implementation in schools. The model is designed to recognize educators' needs and the expectations of superintendents of education of INSET courses.

The value of this model rests in the fact that (Bagwandeem & Louw 1993:77):

- projects are determined by educators for personal or school usefulness;
- the INSET model is not purely an academic exercise;
- educators recognize the worth of researching their own problems;
- data and information on problems are generated;
- constraints to solution of problems are identified; and
- it engenders a spirit of professional co-operation.

2.7.5 Model of Professional Development

The constructivist theories of learning that have been researched so widely for children also apply to adults. Indeed, the concept of the 'learning organization' is based heavily on constructionist theories (Miles, 1998; Duit & Treagust, 1998; Roth, 1998 as quoted by Bagwandeem & Louw, 1993:27). According to the above authors, constructivist theories recommend professional development that:

- starts from the knowledge and experience of educators and recognise that the educators/leaders already have their own understandings of the contexts in which they work;
- challenges existing beliefs and practices and helps rebuild or extend their knowledge;
- links theory to practice and purpose, in contexts that are 'authentic' for the educators/leaders;
- helps the educators/leaders to place new knowledge into the 'bigger picture' of education and management and strategies for change; and
- is oriented to outcomes.

Such professional development involves not only questioning and reconstructing knowledge and beliefs, but training in particular skills and techniques and 'learning in action'.

School-based activities provides authentic contexts and purposes for professional development. The school offers a laboratory where new ideas can be explored and tested. But it does more than this. It enables educators to learn from teaching. The essence of quality teaching often defies analysis and step-by-step recipes. It is somehow unspoken and intangible. It cannot be learned explicitly. It has to be learned implicitly, through teaching itself, through working with and watching other educators, reflecting and experimenting (Roth, 1998).

2.7.6 The Professional Development Strategy Model

Successful professional development strategies include a number of components (Fullan, 1993; Miles 1987):

- Mobilization activities where new or extended visions of education are offered, old ways are challenged and participants are motivated to take action.

- External inputs-from 'experts' (whether personally or in print, in content, techniques, or process and facilitation).
- Use of projects that bring together theory, practice and reflection in the school situation. These projects can be initiated within the school as part of experimentation and school development.
- Management and support systems, within the school and beyond it, that maintain the momentum and support the implementation and institutionalization of innovations.
- Whole-school involvement, rather than focusing only on isolated individuals. It should include school leaders as well as a large number of the educators at the school.

Merits of this model include the following:

- With the professional development model, the educators' professional skills are expanded progressively, together with the emergence of a knowledge foundation.
- Professional development unfolds better in a situation where educators are exposed to unfamiliar events, rather than to continue with routine activities.

In conclusion it can be stated that the purpose of using models is to assist the providers of INSET in understanding different levels of development of educators when faced with different situations. These models can be used to meet different challenges that educators face in the classroom. For example, the growth model focuses on familiarizing the educator with the developments in education. The school-focused model engages educators at school level to identify their needs and enables them to address it by means of cooperation. The research-based model is designed to recognize the educator's needs, as well as the expectations of the relevant INSET superintendents. Lastly, the professional development model takes the educators' experience as its premise and acknowledges that, as an adult, the educator has the ability to execute certain tasks and decisions in a professional way.

Based on the above discussion, the researcher is of the opinion that the Leadership theory (Stogdill, 1981:7) provides a summary of all the important issues that needs to be addressed in the provision of INSET to educators. This theory will now be presented.

2.8 THE LEADERSHIP THEORY

In his survey of **leadership theory** and research, Stogdill (1981:7) has pointed out that there are almost as many different definitions of leadership as there are persons who have attempted to define the concept. He further defines leadership as the process of directing and influencing the task-related activities of group members. The most recent research on Bush 2003 presented and classified theories on Educational leadership for over twenty years. This work categories the main theories into six major models, formal, collegial, political, subjective, ambiguity and cultural. Most recently, he has revised concepts of educational leadership, notably in work undertaken for the English National College for School Leadership, (Bush & Clover, 2002). The literature on leadership has encoded a number of alternative and competing models. However, the researcher will briefly discuss the power that influence approach to make up a relevant point to this discussion. Some writer has sort to cluster this various conceptions into a number of broad themes.

The **power-influence approach** assumes that leadership is given to those who hold certain positions in organizations like secondary schools. Contrary to popular belief, the influence of a leader does not automatically come with the individual's official position, but must be granted by those being led, as Barnard (1938:91) rightly pointed out. In addition, French and Raven (1960:73) have identified the following sources of influence or power:

- *Legitimate power* is the power that is associated with the leader's official position in the school hierarchy. Legitimate power is based on a shared understanding that the leader has the right to tell an employee or staff member what to do. For example, SSEs in the Free State schools share the perception that an SMGD has the right to expect SSEs to complete assigned work at the school. Although legitimate power may be initially

useful, SMGDS who use it to the exclusion of other types of influence are considered less effective and may create educator dissatisfaction, resistance, alienation and, as a result, obtain only minimal compliance.

- *Reward power* relates to the leader's use of rewards to accomplish his goals for the organization. Examples of rewards include increased salary, public praise, desired teaching assignments and promotions. The strength of reward power may vary with the amount of rewards controlled by the leader, the type of reward and the strength of the employee's desire for the reward. In order to use reward power effectively, SMGDS as providers of INSET must learn from SSEs what they value and then use this as a basis for reward.
- *Expert power* is grounded in the fact that the ability and knowledge of the leader are needed by the group being led. The expert power of the SMGD depends on qualifications, training and experience. Because expert power is a very important source of influence, SMGDS as providers of INSET must be technically skilled in areas such as management, supervision of instruction, INSET, staff development, presentation of workshops, professional development and curriculum. When an SMGD as a provider of INSET uses expert power, it is more likely that he will also be able to establish a climate of trust in the specific school. The SSEs will be more self motivated and less supervision will be required from the SMGDs.

The SMGDS' success as providers of INSET depends on their ability to use different sources of influence of power appropriately. Expert and reward power are strongly related to employee satisfaction and job performance, as pointed out by Bachman, Bowers and Marcus (1968:224-236). Legitimate power is the least effective means of gaining employees acceptance of change. These findings are similar to the results of Balderson's (1975:3-4) research undertaken in the United States and Canada. The research focused on the relationship between the sources of SMGD's power and the satisfaction and performance of SSEs. Balderson found that SSEs reported the greatest degree of satisfaction when SMGDS used expert power to influence their behaviour and reported the greatest degree of dissatisfaction

when an SMGD used coercive power. When SSEs had greater satisfaction, they had higher moral, were more effective in helping learners learn, were more willing to experiment with new ideas and were more likely to suggest ways to improve the school. In addition, this study reported that these same relationships held true for learners.

Maccoby (1980:63) provides a contemporary theory of leadership behaviour and suggests that elective SMGDS should exhibit the following traits:

- An orientation towards self-development and lifelong learning
- An orientation towards the development of others and a willingness to support such development
- A willingness to be productively involved in organizations and to demonstrate equity, a concern for human dignity and fostering cooperation.

According to Maccoby (1980:63), in order to understand various aspects of leadership behaviour, SMGDS should be aware of the many theories of leadership that have developed over time. Maccoby indicates that these historical perspectives can provide SMGDS with a wide range of theories and behaviours to choose from as they attempt to develop their own leadership behaviour profile. It is clear that due to the fact that supervision is always faced and inundated with a wide range of responsibilities, existing leadership theories can help SMGDS in their different behaviours and responsibilities.

Beach and Reinhartz (1989:53) refer to Andrew (1987) and Fielder (1974) with respect to the notion that the impact of leadership, particularly that of a Supervisor, determines the overall effectiveness of the school. They emphasize that without leadership, organizations become lifeless, ineffective and might degenerate into serious trouble. They further indicate that for schools, instructional leadership is essential for learner achievement and the success of the total education programme. As the impact of leadership on school effectiveness is the central focus of this study, cognizance is taken of the powerful relationship between leadership of SMGDS and learner

achievement. According to Andrew, SMGDS can pervasively impact on how educators perceive the work environment and that can ultimately produce a measurable gain in learner achievement.

The above theory is relevant for the development of a theoretical and conceptual framework of leadership by SMGDS for SSEsas SMGDS are always faced and inundated with a wide range of responsibilities.

2.9 ROLES OF SMGDS

An SMGD is District Office based. The main duty of an SMGD as confirmed at the Northern Province District conference (Mphahlele, 1999:13) is to:

“...support schools, assist with INSET for educators, be monitors to school principals, facilitate workshops and be the conduct for communication with schools”.

The role of the SMGD is, according to theory, to act as intermediary between the schools and the rest of the education system. He /She therefore play a pivotal role in policy and training that concerns the school through their offices. They should be able to co-ordinate all input into the schools in their circuits, deliver certain types of training like instructional methods (INSET for educators) and support the improvement of academic quality. However, largely limited by resource deficiencies, SMGDS tend to focus on schools near the district offices (i.e. urban schools) and those with phones and faxes (CEPD, 1999).

Many of the SMGDS are former school inspectors (the inspectors were transformed into SMGDS after 1994) and have had to take a new approach 'towards greater democracy, more participation, and less control' (CEPD 1999). There have been many training programmes to equip SMGDS for their changed roles focused on instructional leadership skills, induction of principals, multigrade teaching, change management, appraisal, whole School Development Assessment standards, support skills and dispute resolution skills. These roles are now discussed.

The roles of SMGDS were highlighted at a series of provincial district conferences in South Africa during 1999. These roles include:

- Monitoring, exercising control and facilitating provision of education at schools
- Support and servicing schools in terms of INSET
- Serving as a link between provincial head office and schools
- Coordinating circuit 'offices' (these are often virtual offices) and ensuring uniformity in the district
- Provisioning of INSET programmes
- Budgeting for INSET programmes, materials, supplies and equipment.
- Dissemination of information to schools
- Administration
- Gathering data from schools
- Intervening in disputes and crisis management
- Decentralization of services for schools
- Subject advisory, auxiliary services and sport and recreation
- Encouraging continuous curriculum planning and development
- Dealing with labour issues at school level

(Mphahlele, 1999:13).

However, most SMGDS see the point of contact with and service delivery to schools as the only SMT and the principal, rather than the educators too. In the Northern Cape region of Upington the SMGDS indicated that they spent 60% of their time on delivering circulars to schools:

“...we are well paid post-boys sometimes.... 20% on administrative work and 5% on giving professional support. This is supported by research that the LCD has undertaken in Northern Province and Eastern Cape (National Department CEPD 1999).”

From a review of the duty sheets and job descriptions of SMGDS, the researcher is of the opinion that there is more work than they can possibly undertake as individuals. This is to some extent due to the size of the circuit and the number of schools in the circuit. Most provinces have between 30 and 50 schools in a circuit. With no circuit level support, it is impossible to support all schools, particularly as the breadth of the inputs expected are so extensive. As Abell confirmed at the Northern Cape District Conference:

“The documentation indicates that SMGDS must support schools, assist with training, be mentors to school principals, facilitate workshops and be the channel for communication with schools. Anyone who can do all these things properly would have to be a magician” (Mphahlele, 1999:10).

SMGDS meet a need in our educational structure and will undoubtedly continue to do so for a long time to come. Theoretically, however, we could dispense with the services of SMGDS if all SSEswere dynamic, knowledgeable and skillful. In one sense SMGDS are like the preachers who strive to make parishioners into sinless beings. When all churchgoers have reached that happy, utopian state, the need for the minister will have been obviated. Since it is not likely that all humans will achieve this state of sinlessness, the task of the preacher will not be relegated to obsolescence. Since not all, perhaps few SSEshave reached a state of perfection, the need for SMGDS to provide INSET remains (Mphahlele, 1999:10).

Pre-service programmes for educators do not turn them out as finished products. The typical training programme consists of general education, concentration in a field of teaching and professional education. In a time of rapid development in all fields of knowledge, prospective SSEscannot learn in their initial training all that they will need to know when they teach. Nor can they gain a full mastery of techniques of instruction. Study of the curriculum

and teaching constitutes only a beginning point. In many educator training programmes the work in curriculum and instruction exists in a hypothetical context which educators may translate into practice only in limited participation programmes and in learner teaching. Pre-service training gives SSEs merely a taste of teaching for a period of ten to twelve weeks in a school under the direction of a supervisor. It is literally impossible for the secondary school educator training institution to assure perfection in their products. Because of the above shortcoming, SMGDS are needed to provide INSET to close the gap.

The researcher believes that beginner SSEs develop their capacities in different timeframes. Some are ready to move into the classroom with a sense of confidence and demonstrable ability of or sometimes even before the learners' training ends. Others will take a few years to develop their potential and some will unfortunately never realize their full potential. The assumption can thus be made that SSEs need the help of SMGDS because they have not been fully prepared during their formal training period.

Having observed many SSE, the researcher is convinced that without assistance some of them will not succeed as educators. SMGDS are able to help beginner SSEs to be effective educators. Whether this assumption is translated into fact, depends on the SMGDS, SSEs and the interaction between the two.

The term supervisor refers to the District official whose responsibility it is to supervise the entire instructional and curricular programme of the public schools in the Province. In countries like the USA supervisors are selected for their positions because they are excellent educators (Wiles & Bondi, 1984:90) Furthermore, supervisors like SMGDS are helping classroom SSEs by being knowledgeable, by sharing new ideas with SSEs and by demonstrating new learning methods.

2.10 CONCLUSION

The chapter focused on the knowledge about theory helped the researcher to be focused on identifying relevant concepts to the provision of INSET. Further

key terms related to the study were defined and explained with the aim to provide guidance to reach the objectives of this research. The researcher outlined models related to INSET as a basis on which new and relevant models can be developed. Each of the INSET models discussed in this chapter is partial. They provide distinctive but unidimensional perspective on leadership and supervision on INSET. Sergiovanni (2001:6) adds that much

“Leadership theory and practice provides a limited view, dwelling excessively on some aspects of leadership to the virtual exclusion of others “

The UK and SA models collectively suggest the concepts of District leadership and INSET provision as complex and divers. They provide clear normative frameworks by which leadership and INSET can be understood but relatively weak empirical support for this contracts they are also artificial distinctions, or ideals types of leaders are likely to embody most or all of this models in the provision of INSET to SSEs (Bush 2003). Lastly, the effective developmental strategies with an objective to allow the research to increase knowledge and skills on teaching. The following chapter will present and discuss the provision of INSET in the United Kingdom (UK).

CHAPTER THREE

PROVISION OF INSET PROGRAMMES BY LOCAL EDUCATION AUTHORITIES (LEAs) IN THE UNITED KINGDOM (UK)

3.1 INTRODUCTION

This Chapter focuses on LEAs as providers of INSET to SSEs in the United Kingdom (UK). The background to how local education authorities (LEAs), which is a term used for SMGDS in the UK, emerged as a central vehicle to provide INSET is discussed. Further, the management principles regarding effective INSET provision is highlighted. The Chapter will also outline how INSET activities are planned and designed by LEAs. The objective of comparative educational research is to improve the own education system Steyn (2002:47) by learning from a developed country with similar educational situation and problems. The choice of the United Kingdom (UK) is relevant because it is one of the most developed countries in the world. Furthermore, it is because of its close relationship with South Africa in terms of education system in the past. The research also felt that it would be appropriate SMGDs in SA to learn from the UK experiences.

3.2 LEAs AS PROVIDERS OF INSET IN THE UK

INSET provision in the UK has come a long way since the days before 1970s, when, for most SSE, it probably meant keeping up-to-date with their subjects, reading educational supplements and the occasional book about teaching. In 1972 the James Report (DES, 1972: 87) made official the INSET needs of the profession, even going so far as to advocate one term's study leave for all SSEs every seven years. Since then the INSET provision for SSEs has gradually become a priority within the UK education system. The James Report was followed by a series of discussions and policy documents from advisory committees, which culminated in what has been dubbed the INSET Revolution. LEAs had a central task in secondary schools and LEAs faced a

radical and full agenda for change resulting from an unprecedented level of central government legislation in the 1980s. Oldroyd and Hall (1991:1) outline the key roles of LEAs as follows:

- To describe an INSET management cycle as a basis for understanding the roles of providing INSET more effectively.
- To provide examples of effective practice upon which SSEs can draw out their own responsibility for managing INSET.
- To introduce conclusions about effective INSET from assessment standards reports and research studies.

Having outlined the roles played by LEAs as the providers of INSET in the UK, the effective practice of INSET provision and its management will now be discussed.

3.3 PRINCIPLES OF EFFECTIVE PRACTICE OF INSET PROVISION AND ITS MANAGEMENT IN THE UK

The INSET policy in the UK has led to an increase in the amount of assessment standards undertaken, particularly of centrally funded programmes relating to SSE' needs. LEAs are often provided with criteria which suggest that INSET should:

- have clear objectives;
- be based on careful identification of secondary school educator needs and institutional needs;
- improve SSE' level of knowledge and skills;
- offer high quality training focused on practice;
- be carefully monitored and evaluated;
- be clearly formulated and ensure value for money;
- have support of the LEAs to follow up in practice after training; and

- be part of a continuing professional development.

Oldroyd and Hall (1991:10), however, point out difficulties in arriving at a general definition of good INSET practice due to the fact that what might seem good practice for some situations and practitioners may be inappropriate for others. Reaching agreement about INSET results is problematic due to the following:

- Different views about what constitutes improved teaching
- The many variables in addition to INSET that influence the performance of LEAs, SSEs and learners
- The difficulty of establishing a connection between how learners learn in classrooms and what their SSEs have experienced in INSET

Moreover, the variables that would need to be studied in determining good INSET practice are summarized as:

- The situation within the school
- The situation within the LEAs
- The practitioners as the LEAs and providers of INSET, within and outside the institution.
- The process of management or of provision.
- The results as to the improvements in management, improvements in teaching and improvements in Learner learning.

While attempts to assess the effectiveness of INSET are limited to its effects on SSEs in this regard, Medley (1982:29) makes the following distinctions pertaining to what sort of effects or results LEAs should search for:

- Educator competence
- Educator performance

- Educator effectiveness

In the UK, traditional districts or Local Education Authorities (LEAs) were initially central to educational management and provision. Since the reforms of 1988, their roles have changed and some of their responsibilities moved to 'Local Management Schools' or in other words 'self-managing' schools, some to central office and some to Independent Offices of Standards in Education (OFSTED).

The transfer of financial management, property management and design of learning programmes to schools was accompanied by central development of frameworks for curriculum and management and related accountability. The Department of Education and Employment report 'Excellence in Schools.' (DfEE, 1999), outlines the structural arrangements and the reasons for them and emphasizes that all the evidence indicates that the standard rise fastest where schools themselves take responsibility for their own improvement. But schools need the right balance of pressure and support from central and local government.

Further, Medley (1982:31) indicates that schools have the information they need on learner performance to develop plans for raising standards, but they will need their partners in government through LEAs to support them and maintain pressure to improve.

The LEAs set the policy frameworks, including frameworks for resources, curriculum, assessment, accountability and management or administration. Schools produce annual plans for improvement within each of the policy frameworks. They set performance targets for their learners, (based on benchmark information from similar schools, recent inspections and guidance on the rate of progress needed to achieve national targets). Performance data on schools obtained from inspection and from learner achievements on state tests, are published through schools, the media and government reports.

According to Medley (1982:35), LEAs help schools set and meet their targets. Schools and LEAs agree on the targets for the district as well as for the

schools themselves. LEAs intervene in school management when there are problems and are responsible for:

- Challenging schools to raise their standard
- Acting as a voice for parents and the community
- Providing clear performance data of learners that can be readily used by schools
- Giving focused support to schools that are not performing
- Helping the district focus on national priorities
- Offering educational services to schools that choose to use them

LEAs produce their own Education Development Plans, outlining how they will promote school improvement. Their plans, as for schools, centre on learners' achievement.

Despite the successes of LEAs in providing INSET for SSE, there are also some areas of concern which will be discussed in the following section.

3.4 THE CONCERNS OF LEAs IN PROVIDING INSET FOR SSE

The following presents the results of a survey regarding the concerns of school-based staff development coordinators responsible for over thirty LEAs in the UK (Oldroyd & Hall, 1988:91):

- Clarifying the roles of LEAs and school-based staff development coordinators.
- Creating status and credibility for LEAs
- Gaining LEA support for INSET programmes
- Identifying needs and raising awareness of INSET opportunities
- Balancing SSEs, schools, LEAs and national INSET needs and priorities.

- Planning systematically in a climate of uncertainty
- Obtaining adequate supply cover for SSEs on INSET
- Budgeting for cost effective INSET
- Developing school-based INSET programmes
- Monitoring and evaluating INSET effectively
- Evaluating the impact of INSET

From the above it is clear that the existence of culture in which SSEs are able and motivated to collaborate is emerging as a key precondition distinguishing schools and LEAs that have successful INSET programmes. INSET programmes as provided by LEAs both shape and are shaped by the developing school culture of which they are part. Hence, Joyce (1990:xv) states that:

“...the future culture of the school will be fashioned largely by how INSET systems evolve. How good secondary schools will be as educational institutions, how humane and vital they will be as places to work will be functions of the energy and quality of the investment in their personnel. Whether better designed curricula will be implemented, the promise of new technologies realized, or visions of a genuine teaching profession take form. All depend to a large extent on the strength of the growing INSET programmes”.

3.5 ROLE OF LEAs IN THE MANAGEMENT PROCESS OF INSET

INSET management is a highly personal enterprise. It requires the ability to articulate a philosophy of both management and INSET; a capability for planning; an ability to operate in an ever changing micro political arena; an influence to mobilize and motivate SSEs; and the drive to get things done and the tenacity to monitor progress towards goals of the INSET programmes. In a major study of leadership in secondary schools outlined by Nias (1988:88),

the SSEs were identified positively concerning the following characteristics associated with three leadership dimensions:

- Ideas: Take the lead in establishing aims for the school and encourage participation in setting and decision-making.
- People: Be readily available, especially for discussion and interested in individual educators' development.
- Tasks: Set a high professional standard of performance and encourage high levels of SSEs involvement at school.

These types of behaviour would also meet with approval if exhibited by SMGDS at secondary schools in South Africa and would certainly contribute towards a positive climate within the organizational underworld. Nias (1988:88), Oldroyd and Hall (1991:26) argue that INSET is a major vehicle for the delivery of educational reform. It is the means by which LEAs provide guidance for SSEs on implementing changes. Some of these changes follow from new legislation and national priorities. Others are based on locally identified needs arising from school self-assessment standards. Whenever SSEs are asked to behave in a different way, they must change:

- what they know;
- what they believe;
- what they can do; and
- what they actually do.

INSET can be seen as a type of professional ritual acted out between the LEAs and SSEs. SSEs need INSET for knowledge, skills and performance. LEAs are responsible for developing appropriate institutional climate, structures, roles and processes for INSET. On the other hand, INSET is a responsibility shared among all SSEs.

In SA the formidable range of qualities, responsibilities and tasks required of the SMGDs at schools suggest that they themselves have a significant need for support and training. SMGDs encourage secondary schools to create a variety of INSET committees that act as channel for consultation, advice and support for INSET management, assist with key steps in the INSET cycle, particularly with needs identification and review of programmes and policy.

It is clear that managing and coordinating staff development has emerged as a key leadership role for SMGDs. In common with other management roles it requires the ability to balance achievement of goals with creation and maintenance of productive personal relations. The SMGD needs a repertoire of leadership styles to apply as the situation demands.

There is little doubt that the process and the rules of staff development occupy a central place in school management. LEAs are providing leadership in the dimensions of ideas, people and tasks in order to nurture every school's most expensive resource.

Concentration on the needs of the school as a whole does not mean losing sight of the importance of recognizing SSEs career and life style experiences. As Fullan (1990a:21) points out, an INSET provider must view holistically the personal and professional lives of SSEs as individuals. Another principle is the needs for SSEs to be fully involved in the process of the identification of their needs. The INSET programmes can play a key role in an overall strategy for professional and institution reform.

3.5.1 Analysing needs and establishing priorities

Medley (1982:37), indicates that once needs have been identified, the information collected has to be analyzed so that INSET priorities can be established. The criteria for analyzing and establishing priorities has to be agreed upon and made public so that SSEs feel that the resulting INSET programme is a fair reflection of their expressed needs. At this stage, the main challenge for LEAs lies in achieving a balance between SSEs and institutions priorities. The LEAs' decision will depend on the outcomes of consultation by SSEs, financial constraints and any requirement on how the money should be

spent. Whatever priorities are finally agreed upon, they provide the basis for sound decision-making about the following:

- What INSET activities to retain and in what form
- What gaps need to be filled and how
- How the programmes can reflect school policies as well as SSEs needs
- What resources, including supply SSEs, are required and available to supplement the programmes
- Whether existing talent among SSEs can be used to meet certain needs.
- The time required for negotiations with LEAs and SSEs on INSET
- The impact on learners of the absence of their SSEs on INSET activities

LEAs communicate the results of the needs analysis to all SSEs so that negotiations of appropriate training and development activities can take place. In addition, decisions can be taken about how identified needs are dealt with and by whom, costs and timetable. Whatever priorities are finally agreed on by LEAs will provide the basis around the decision-making process. The final step for the LEA or INSET coordinator is to communicate the results of the analysis to all relevant individuals. Decisions can then be taken about how identified needs are going to be addressed, by whom, as well as a constant timetable.

3.6 PLANNING PROGRAMMES AND DESIGNING ACTIVITIES

LEAs vary in the degree to which they delegate INSET to SSEs. There are forms and levels of consultation about programmes and financing INSET. During the planning process, in whatever way the balance of decision-making is distributed, the planning steps involved are as follows (Oldroyd & Hall, 1991: 33).

- Priorities established

- Proposal drafted
- Programme planned
- Activities negotiated or designed

The planning process is in essence about who needs what, when, where, how and from whom. Further the planning process can be shared among LEAs and SSEs. LEAs also vary in the degree of systematic support, they give to SSEs. A central planning task is to establish a reasonable balance between various forms of provision. Investment is made by LEAs identifying needs, clarification programme objectives, selecting and preparing SSEs for INSET activities and making sure that coaching or other forms of follow up are provided along with some assessment standards (Fullan, 1990a:22).

Lastly, the planning and the design of INSET present many possibilities and a large number of decisions which have to be taken within school and at LEAs' level. It is important to build monitoring and assessment standards into planning from the outset.

Until recently, the Type A or 'training approach' has dominated INSET in the UK, inspite of a strong tradition of school-based INSET. The type A approach has usually been in the form of seminars, lectures with a heavy emphasis on passing knowledge for understanding or workshops involving experiential hands on activities. As the radical change in the traditional providers has already been commented on, Baker (1990:60) notes that many LEAs consider their relationships with higher education to have become more purposeful, with more negotiations and consultation about the structure and content of INSET and better targeting.

The partnership between LEAs and higher education has resulted in the selection of specific examples of INSET activities provided by LEAs. These activities have been selected on the basis of their relevance and importance as illustrated below.

3.6.1 Selected examples of INSET activities provided by LEAs

In a framework for planning INSET activities, Oldroyd and Hall (1991:17) distinguish between two types of INSET provision (coaching):

Expert Coaching – The coach is a specialized trainer or consultant who has been trained in coaching skills and is an expert in the particular skill being coached.

Peer coaching – Coaching involves a professional guide or mentor working intensively with an individual or small group of educators to help them develop their practice. The key role of the coach, therefore, is to help people move out of the comfort zone without feeling (too) uncomfortable (M Hughes, 2002:199). The coach may have received little training in coaching skills. In this regard peer coaching appears to be the only feasible approach to INSET activities at this level. Joyce and Showers (1988:94) define a coaching relationship as:

“A partnership in which two or more people work together to achieve a goal...as they practice, they learn from observing the other person and particularly by watching the Learners’ responses to the cognitive and social task that are presented to them. They discuss how to help the learners respond more powerfully, how and where to apply their new skills”.

For coaching to work in practice, INSET activities should involve more than one SSEs from any one school. The involved SSEs should receive the same INSET and should be prepared to develop skills in a number of areas. For this kind of collaborative problem-solving to happen, it is important that the climate at secondary schools should encourage SSEs to ask for help or offer assistance to each other.

In South Africa, once the whole range of activities making up the INSET programmes have been agreed upon, the SMGDS need to communicate the programmes to the SSEs. Careful selection of sites and media for displaying INSET activities and programmes contribute largely towards keeping INSET

high on the agenda. However, according to (DES 1989:17) the following are extracts from LEAs reports that apply to the situation in South Africa:

- All schools are facing serious problems as a result of demand for SSEs release made upon them. The demands, each of which is reasonable in itself, are becoming unacceptable in total.
- Shortage of SSEs is generally becoming an increasingly insurmountable problem.
- It is increasingly out of the question to release SSEs for INSET activities through the provision of a casual supply of SSEs.

Throughout the complex range of activities that contribute to INSET provision, having different outcomes, involving different kinds of support and different methods, it is the responsibility of LEAs' to match as closely as possible SSEs and secondary school needs to the INSET activities making up the programme.

It is the responsibility of the LEAs to maintain momentum and sustain commitment during and after the INSET programme. The LEAs interpersonal skills in handling conflict, motivating those under pressure, maintaining links, providing feedback and monitoring what is happening should be highly displayed. It is important that the LEAs should do the following:

- Provide reassurance if SSEs are feeling anxious about INSET activities, particularly where it involves trying out new ways of working or being observed in class.
- Give positive feedback as SSEs develop their knowledge, skills and performance.
- Continue to communicate so that any programme deficiencies are identified early on and the appropriate steps taken to remedy the problems.

Loucks-Horsley. (1987:35) claim that the importance of follow up support for SSEs involved in INSET cannot be overemphasized. The administration and monitoring of INSET programmes is necessary while it is in progress so that records can be kept of activities, the number of SSEs involved and costs. This may involve a kind of action plan to be completed by all INSET participants.

Further Loucks-Horsley. (1987:35) need to consider INSET activities and the assessment standards process from planning and design through data gathering and the reporting of conclusions and recommendations. The LEAs should determine and improve the quality and effect of:

- INSET activities
- INSET programmes
- INSET management processes

However, the LEAs' main use of monitoring, assessment standards and review at secondary schools relates to INSET activities, programmes and management within the secondary schools themselves.

If assessment standards is to be taken seriously, it must be seen as an integral part of the INSET management cycle and built into a programme. Eraut, Pennychick and Radnor (1988:40) suggest that secondary schools might consider creating an assessment standards committee to help in planning systematic assessment standards. Whoever plans the assessment standards needs to negotiate and clarify the brief for the persons who will carry it out as follows:

- The purpose and possible consequences of the assessment standards
- The audience for any summative report
- The key questions
- The methods of collecting evidence
- The source of the information

- The time available
- Any deadline for reporting

INSET assessment standards is made easier when LEAs' brief is clear and also when the aims of the INSET are clearly stated. Eraut *et al* (1988:41) observe that many problems encountered by LEAs stemmed from the difficulty of the questions they were seeking to answer. Direct observation of INSET activities is often too time-consuming, unless done by sampling, but monitoring and formative assessment standards are relatively easily carried out by monitored participants who provide feedback to the LEAs for their observations at various points during an INSET programme. Accountability of SSEs for using what they have learned is not, in the UK, an established practice once a educator is qualified. This problem explains the much more widespread use of self testimony as a source of assessment standards in the form of questionnaires and interviews.

- Oldroyd and Hall (1991:178-179) outline ways of sharing the steps of interpreting assessment standards data as follows:
- Delegation of monitoring tasks to two or three LEAs who form a monitoring and formative assessment standards team
- Building opportunities into INSET activities for the SSEs to consider their own reactions and feed conclusions back to the LEAs
- Establishing a course assessment standards committee who will be responsible for compiling a summative assessment standards report
- Including a summative exercise as part of the follow -up on an activity

Three types of INSET written assessment standards reports can be identified as follows:

- Those required by instructions from SSEs returning from external INSET
- Summative assessment standards of specific in-house INSET activities

- Reports of annual reviews of the entire INSET programme

3.7 SIMILARITIES BETWEEN PROVISION OF INSET IN SA AND IN UK

Literative indicates that the existence of a culture in which educators are able and motivated to collaborate is emerging as a key pre-condition distinguishing school's and LEAs that have successful INSET programme. The above finding is also observed in the South African situation where SMGDs provide INSET to SSE's. Similar also are the characteristics associated with three leadership dimensions both in SA and in UK;

To lead in establishing aims for the school and encourage participation and decision making.

3.8 DIFFERENCES BETWEEN INSET IN SA AND IN UK

In contrast to the situation in the UK, in South Africa, the situation has not yet changed. SMGDs (OSD information) still have to perform the following functions:

Planning

- for all his/her own responsibilities; and
- advise and give guidance to school management teams and educators in the planning of their year programmes.

Staff development

- address staff meetings on invitation and during school visits;
- arrange and conduct principal's meetings;
- organize INSET and workshops for principals; and
- promote continuous communication with principals and staff

Educational leadership

- identify the needs for INSET for principals, staff and governing bodies;

- help with the presentation of courses for educational leadership;
- help with courses for newly appointed principals;
- give general advice and hints to principals and governing bodies; and
- coach individual principals as needed

3.9 CONCLUSION

This chapter outlined the background of LEAs as providers of INSET for SSEs in the UK. The principles of effective practice in INSET provision were also provided. The management process and roles of LEAs in the UK were highlighted. The literature reviewed in the chapter on provision of INSET in the UK is very important to SA because there is a clear policy in existence of INSET provision. Secondly the Central Government in UK ensures funding for INSET provision which makes it easier for District to implement and satisfy the needs of educators.

The formidable range of qualities, responsibilities and tasks required of SMGDs at secondary schools in South Africa suggests that they themselves have a significant need for support and training. It is evident that INSET programmes as provided by SMGDS can play a key role in an overall stage for professional and secondary schools reform. The importance of analysing the SSEs needs and establishing priorities of SSEs are critical before LEAs as providers of INSET can plan INSET programmes to be provided for SSEs. In addition, decisions could then be taken about how identified needs are dealt with by LEAs. In the next chapter, focus will be on SMGDS as providers of INSET in South Africa.

CHAPTER FOUR

PROVISION OF INSET FOR SSE IN SOUTH AFRICA

4.1 INTRODUCTION

Chapter Three dealt with the provision of INSET programmes by SMGDS for SSE in the United Kingdom (UK).

In Chapter Four, the study focuses on the provision of INSET with specific reference to the TMED of the Free State of South Africa. The chapter focuses on the role of SMGDs in the provision of INSET for SSE's. In addition, it also focuses on effectiveness of education Resource Centre in the Free State Province. The implementation of the Intergrated Management System (IQMS) is also highlighted. The responsibility of SMGDs regarding the implementation of IQMS is outlined. Finally comparison between the UK and SA regarding the provision of INSET will be highlighted.

4.2 THE ROLE OF SMGDS IN THE PROVISION OF INSET FOR SSE

The position of SMGDS places them in a pivotal role in the provision of INSET at secondary schools as they are entrusted with the mandate of bringing about new developments in education. The roles of SMGDS in South Africa include the following:

- Regular training of educators regarding new teaching strategies.
- Consultation with SSEs regarding the type of inset programmes that they receive.
- Stimulation of SSEs to find out more about their teaching obligations.
- Providing SSEs with opportunities to interact with other educators teaching the same subject.

- Arranging finances to provide for the expenses of SSEs participating in inset programmes.
- Arranging the inclusion of inset days in the school calendar.
- Improving teaching and learning. (Mphahlele, 1999a: 17)

These roles are now discussed:

4.2.1 Regular training of educators regarding new teaching strategies

Any new strategy in teaching remains a well researched theory until it is tested in terms of practical implementation in the classroom. Although one can never be absolutely sure that a given procedure will work until it is tested in the classroom, chances of success will be greatly enhanced if the SMGD will help SSEs to develop some simple guidelines as outlined by Oliva (1993:135-136):

- The strategy must be right for the learners
- The strategy must be right for SSEs
- The strategy must be right for the subject matter
- The strategy must be right for time available

Therefore, SMGDS must monitor the effectiveness and the success of the new strategy, as well as provide SSEs with constant support and guidelines as they learn to master new challenges. Research indicates that SMGDS are speaking management language and are on the administrative team in most education districts. They spend more of their time helping educators to develop as instructors than judging their performance. **People to educators in the classroom.** They find themselves entering into training and retraining of classroom educators by organizing subject-oriented INSET programmes (Wiles & Bondi, 1960: 6-7). However, Hartshorne (1992:258) postulates that:

“INSET cannot be considered in isolation from other aspects of Educator education, it should be seen as part of a continuum

concerned with the integrated, continuing academic, professional and personal development of educators”.

Hartshorne further emphasizes new strategies for approaches and programmes of INSET which are urgently needed to supplement and more often to replace traditional, centralized, as well as course-oriented INSET in order to bring it nearer to educators. That is, where new strategies are used, work should be closer to the realities of the school and the community in which the school is placed (Hartshorne, 1992:258). In South Africa, for example, Ashley and Mehl (1987:2) argue that generally:

“...the fundamental rationale for INSET employed to maintain and improve the quality of education will have to be extended so that it is also employed as one of the means leading to the reduction and ultimate elimination of inequality in education”.

4.2.2 Consultation with SSEs regarding the type of INSET programmes that they receive

In the SMGDS' effort to conduct regular training about types of INSET programmes in teaching, their approach is still much power-coercive in that it sees educators as more or less rational 'consumers' or targets of an innovation. It is further argued by Mehl and Ashley (1987:20) that INSET in TMED often consists of some self-appointed agents, whether an education department or group of enthusiasts, devising what they consider a necessary change and presenting the finished product to educators by way of INSET programmes. SSEs are not generally seen by SMGDS as active agents who should be encouraged to innovate and seek to bring about change. Therefore, consultation is often or usually viewed by authorities as a necessary evil or a useful public relation exercise, rather than as an inherent aspect of the governance of schooling or as a legitimate right and responsibility of educators (Ashley & Mehl, 1987: 20).

In emphasizing further the motion of whether regular training about new strategies are conducted by the authorities or whether educators are consulted about the type of INSET programmes they are given, it has been

established that INSET has always been something that was done to educators, not with educators or by educators to educators (Pellicer & Anderson, 1995:140).

4.2.3 Stimulate SSEs to find out more about their teaching obligations

In establishing whether educators get stimulated in finding out more about their teaching obligation through INSET programmes, Ashley and Mehl (1987:27) contend that INSET programmes are often launched without reflection upon how its value is likely to be perceived and what its impact is likely to be within the greater ecology experienced by its recipients. Ashley and Mehl (1987:27) further clarify:

“ INSET providers are quick to assume that what they intend to offer must be good for educators...they seldom consider it necessary to do any market research about their product”.

Based on the above statement, it is not surprising that some educators have openly expressed their resentment for INSET programmes and that countless other educators have passively resisted the efforts directed to them of being provided INSET programmes. For example, the most common approach to delivering INSET programmes, a so-called 'one-shot' workshop, would be conducted for educators as if all the complexities of education or teaching could be understood and mastered at a single sitting (Pellicer & Anderson, 1995:140-141).

In addition, Mphahlele (1999:16) explains how the institutionalization of the reform of INSET programmes could be sustained if educators were involved in the planning and experimental stages of the programmes. It is emphasized that an 'active' learning process would stimulate and motivate educators to use the acquired techniques in a sustained way thereafter.

4.2.4 Provide SSEs with opportunities to interact with other educators teaching the same subject

The idea of educators being allowed to interact with other educators teaching the same subjects at other schools has been devalued due to marginal financial commitment to promoting substantial INSET programmes for educators. This has led to the common approach of not providing INSET programmes which allow opportunities for educators to interact with those teaching the same subject at other schools and thus depriving them of the opportunity to meet one another and share all the complexities of their teaching. In this manner, authorities have devalued teaching and have turned off millions of educators to the potential opportunities that exist for personal and professional growth through INSET programmes (Pellicer & Anderson, 1995:141).

SSEs working together in a collegial relationship to help one another to improve teaching effectiveness, need to be promoted during INSET. In his support for this statement, Glatton (1984:394) indicates that INSET programmes designed to improve collegial relationships among SSEs have been in existence for more than thirty-five years. Collaborative working relationships among SSEs for the purpose of improving teaching effectiveness are increasingly being used by SMGDS to replace the one-shot-workshops that have proven so ineffective in promoting INSET activities in the past (Ackland, 1991:22-27).

In its principles, Outcome-Based Education also recommends that educators hold meetings with other educators teaching the same learning area. An example is given in one of Manganyi's (1997:13-14) booklets on how to implement Outcome-Based Education, by three educators who are working together with the aim of providing their learners with opportunities to achieve the desired learning outcomes. The educators plan together and allow their learners to start in the same way on a task in which learners are given three different eye-witness accounts of an historical event. Learners are then divided into groups to work out what they think really happened by using their knowledge of that period which they get from reading. They have to justify the

position that they adopt by giving a clear argument supported by evidence (Manganyi's, 1997:13-14).

SMGDS have chosen to use various terms to describe a variety of collaborative working arrangements among SSEs. However, the term peer coaching has been broadly used by SMGDS to describe the process whereby teams of SSEs regularly observe one another teaching and provide support and feedback to promote mutual growth. It is therefore evident that continuous INSET provision for SSEs by SMGDS may prove effective. Based on the powers SMGDS hold over schools, they should encourage different departments to share good practice.

Insofar as South Africa's educational history is concerned, the concept of 'INSET' is by no means a new idea as it is stated in the records of the Milner-period, 1903-1910. Regular vacation courses and winter schools were held for Black educators at different training institutions in this country. This is particularly true as observations still prove that educators are usually or often workshopped on issues regarding teaching and learning. However, the time allocated for these workshops is not long enough for educators to come to grips with their personal, academic and professional needs (Hartshorne, 1992:259).

4.2.5 Train SSEs regarding the use of resources to achieve their objectives in class

SMGDS must assist SSEs in locating, obtaining and creating instructional aids. An SMGD can speed up the initial orientation process by providing, in written form, lists of available resources, their location and the means of obtaining them in a workshop process.

Hartshorne (1992:258) relates how INSET is indeed a critical factor in achieving fundamental change in the quality of education in class, as well as at the school as a whole. For example, for educators to reach their objectives in class, it must be influenced heavily by their involvement in INSET programmes during which they are given training as to how to maximize the use of existing resources at their schools.

However, most research has indicated that material, equipment and supplies comprise a relatively small portion of the operating budgets of most school districts. It is indicated further that more than two thirds of districts' operating budgets are devoted to wages and salaries. Therefore, this is believed as proof enough of the unwillingness of those in positions to establish policy to allocate sufficient resources to ensure the adequate development of the resources of any school which, in this case, means the educators (Pellicer & Anderson, 1995:141).

4.2.6 Provide SSEs with opportunities to attend the type of INSET they prefer

According to Ashley and Mehl (1987:20-21) most research indicates a lack of INSET programmes that involve educators in their design and implementation. The authors support the assumption that educators are generally perceived by authorities to be recipients of policies determined by their masters.

Most INSET programmes proceed from the assumption that there is something wrong with educators and that INSET is a way of attempting to correct that wrong.

Another additional assumption states the historical focus of INSET: it has always been on correcting educators' deficiencies. In reality, this is due to the complexity of the teaching profession which may have something to do with the fact that most educators, if not all, start out with more deficiencies than they are willing to admit. It is this complexity which makes the transition from training to practice difficult, so that it influences the fundamental nature of INSET programmes for educators. Research also argues that there is a universal belief that all educators are defective to one degree or another. Given the assumptions above, no wonder educators have not been allowed to follow the types of INSET they prefer (Pellicer & Anderson, 1995:140). Commenting on issues involving INSET provision, (Oliva, 1993:315) sees the term INSET as implying a deficiency that educators must overcome.

The above notion further emphasizes the assumption made by most researchers namely that INSET is done to educators and not with educators.

4.2.7 Provide SSEs with appropriate INSET to become experts in the subject they teach

Whether or not educators receive appropriate INSET to be regarded as experts in the subject they teach, depends on INSET activities aimed at improving educators' skills in their present position (Oliva, 1993:351). Based on the same assumption, Bagwandeem and Louw (1993:28) agree that INSET must be based on clear goals and objectives. It is also added that INSET provision for educators should be a shared responsibility by all concerned with education.

For educators to be regarded as experts, authorities will have to explore the potential for INSET programmes as a tool for promoting growth and renewal of educators at the school level. For example, schools are the place where educators have the greatest opportunity to influence the design, organization and implementation of growth activities that can make teaching more exciting, productive, as well as personally and professionally rewarding (Pellicer & Anderson, 1995:143).

It is further indicated that, through INSET programmes, educators can be regarded as experts in their learning area more than ever before. There are opportunities for innovative educators to express their creativity and in so doing extend their knowledge and skills and that of their colleagues to benefit their learners. If educators participate enthusiastically in this process, they will be creating their own opportunities for decision-making in INSET programmes (Dispatch, 2004:4).

4.2.8 Arrange finances to provide for the expenses of SSEs participating in INSET programmes

Bagwandeem and Louw (1993:100) also postulate that in formulating the objectives, goals and purpose of INSET programmes, several prerequisites have to be satisfied for the promotion of well-supported, systematically structured programmes. Provision of adequate financial resources is regarded as one of these. It is the responsibility of the SMGDS to sponsor countrywide INSET programmes to enhance the behaviour, as well as extend

the knowledge of educators. However, the marginal financial commitment on the part of SMGDS to promote substantial INSET programmes for educators is said to have fostered the so-called 'one-shot' workshop where they attempt to deal with the complexities of teaching as if they could be mastered at a single sitting (Pellicer & Anderson, 1995:141). Even at district level, Mphahlele (1999:12) argues that in providing INSET programmes, the School Management Developers (SMGDS) section becomes responsible for all expenses of educators' participation in the programmes. SMGDS identify areas of need and design programmes for those areas and also seek funding for the programmes. It is therefore essential to give consideration to the planning of INSET programmes in terms of year financial plans.

According to the report format in the TMED, SMGDS are expected to report on a monthly basis on the type of INSET activities given to SSEs. The educators Employment Act of 1998 indicates that educators are entitled to study leave with pay as a means of incentive to encourage educators to participate in INSET programmes.

4.2.9 Arrange the inclusion of INSET days in the school calendar

Educators' knowledge and skills have to be improved and their attitude and behaviour modified through INSET. The needs of educators must be considered and their performance appraised and weaknesses remedied. The appraisal should take a positive position and evaluate the degree of participation by functional educators on the basis of the more, the better.

The SMGDS are expected to provide their schools with their annual plans indicating workshops intended for the year. Among key activities in the SMGDS monthly itinerary are INSET days for SSEs. Appleby (1986:285) argues that the main objective should be for the education districts, through SMGDS, to sponsor countrywide INSET programmes to improve performance of educators and provide for SSEs to meet their present and future needs.

4.2.10 Improve teaching and learning

4.2.10.1 Evaluate the effectiveness of educators in improving teaching and learning

SMGDS as providers of INSET have to grasp the notion that learner achievement is in direct relationship to the effectiveness of educators as instructors and that judgement should be made of the educators' effectiveness. Regardless of what type of assessment standards system SMGDS ultimately decide to use, to be effective it must revolve around looking and talking about teaching. Among other major duties performed by SMGDS are school visitations to evaluate educator effectiveness. SMGDS use structured assessment tools to get relevant information on educator effectiveness. For example, MacGreal (1983:70-95) concurs that SMGDS have to adopt some type of narrowed focus on teaching. In other words, some particular perspective on teaching, complete with a set of definitions and language, is presented in a training format to all SSEs at the same time and in the same manner.

Atkinson *et al.* (1993:45-46) maintains further that in many respects, the introduction of a narrowed focus on teaching and INSET is the single most important aspect of building a successful assessment standards. The presence of this commonality has been the key element in developing awareness that is necessary for getting SSEs involved in INSET programmes. Meanwhile, SMGDS have chosen to include reviews and outlines of teaching research as appendix to the regular packet of their assessment standards procedures and instruments. The syntheses of the teaching focus with assessment standards materials are directed at improving practical classroom instructional skills. It also serves to provide and reaffirm to SSEs the intent of SMGDS to provide an assessment standards system designed to improve the quality of INSET programmes through cooperative and professional methods.

The assessment standards of instruction require a complex set of skills on the part of the SSEs. It is an essential phase of the instructional process by SMGDS. The next discussion examines some fundamental concepts of

assessment standards and suggests assessment standards techniques that the SMGD should encourage.

4.2.10.2 Engaging learners in pre-assessing activities

The SMGDS should encourage SSEs to conduct a pre-assessment at the beginning of the lesson. Pre-assessments can be conducted through use of assessment standards techniques such as educator-made-tests, standardized tests, learner essays or oral questioning. Oliva (1993:168) states that pre-assessment takes place before the introduction of a lesson and it purposely provides SSEs with information with regard to whether learners had relevant skills and knowledge prior to the planned presentation. In addition, SSEs should assess whether learners possess the requisite skills and knowledge to begin studying the material. Oliva(1993:169) further points out that a favorable and commendable technique of SSEs who conduct pre-assessment is the pre-test which learners take at the beginning of the lesson and the post-test which learners take at the end of the lesson.

During the post-assessment stage, SSEs compare the results to see how much gain learners have made during the lesson. The SMGDS as providers of INSET to SSEs recommend that SSEs incorporate into the plan a statement of the entry skills necessary to begin studying the lesson, as this will enable SSEs to identify those skills and knowledge that learners must have in order that SSEs are successful in their teaching.

4.2.10.3 Embedding ideas from INSET into classroom activities

A growing number of specialists in leadership believe that school leaders should concentrate their energies on working with individual educators in their classrooms, while SMGDS as INSET facilitators for SSEs may follow Goldhammer's clinical supervision model (Oliva, 1993:477). In their analysis of this model, Goldhammer, Anderson and Krajewski (1967:27) took the position that, in order to be helpful, a supervisor must have a deeper understanding of teaching than the persons who seek help.

The above statement indicates the fact that educators' effectiveness could be measured in terms of being good at embedding ideas from INSET into classroom activities. The use of formative and summative assessment standards in each activity included in INSET programmes is critical to improve educators' effectiveness in the classroom. However, it may not be reasonable to expect significant changes in educators' attitude and practices at the end of any INSET programmes provided, no matter how intense, due to the fact that significant change requires time and practice. It is further assumed that several years of practice and feedback may be required before educators achieve the objectives of INSET. It is also assumed that the most important consideration may be to structure the assessment standards prior to providing INSET programmes so that results can be keyed to notice improvement (Pellicer & Anderson, 1995:166).

4.2.10.4 Motivate the sharing of good practice between school departments

SMGDS as providers of INSET normally spend much of their time on meeting different groups of SSEs in different departments. It is after analysing values and problems that are identified in meetings that the SMGDS may feel that one group's effort could be more effective if groups share their successes. According to Letsie and Mofokeng (Unpublished, 2003:16) peer review is regarded as extremely useful as it generally helps SSEs to improve their performance if they interact with equally knowledgeable persons operating from slightly different points of view. However, for this sharing of practice to be successful, it must be conducted within an atmosphere of trust. According to Letsie and Mofokeng (Unpublished: 2003:61) peer review is regarded as extremely useful.

They further emphasize that when practice is shared between departments, much depends upon the experience of SSEs. This includes, among other things, the degree of openness at a school. At schools where privacy is valued, there is less sharing of information and techniques among SSEs. In schools where there is sharing of improvement strategies among SSEs, departments become more open and share activities. This encourages

continuous improvement in learner achievement (Letsie & Mofokeng, Unpublished: 40).

4.2.10.5 Assist in the application of guidelines for a sound marking and reporting system

During INSET activities, SMGD should encourage SSEs to follow Oliva's (1993:20) guidelines of marking:

- Marks should reflect as nearly as possible mastery of content.
- Multiple sources of evidence should be used to determine a mark.
- The meaning of each symbol should be defined in behavioural terms and those meanings communicated to learners and parents.
- Symbols for marking and reporting conduct, attitude, personal habits and other affective outcomes should be different from the symbols for reporting achievement in the cognitive and psychomotor domains
- SSEs should reduce the threatening nature of marks whenever possible.

Atkinson *et al.* (1993:35-36) postulate that effective educators monitor their lessons to determine if learners are achieving the objectives. SSEs might check learners' understanding through written performance assessment standards, and assign them grades or marks. Assigning learners' grades or marks can have significant implications for them as it provides them, as well as their parents with information regarding the educators' assessment. Marks are used for promotion, for awarding membership to a certain organization or group and for reporting to employers and universities. Educators must be skilled in providing feedback to learners as it serves to reinforce correct or appropriate responses and also to correct incorrect or inappropriate learner responses. Feedback may be positive, negative or neutral. Marking practices can serve the purposes for which they were intended if a careful set of guidelines is developed and put into practice. Improper marking practices can serve as a continuing source of conflict between learners and SSEs. SMGDs need to train SSEs in developing sound marking procedures.

4.2.10.6 Assist SSEs with lesson introduction and stating of objectives

While there is no single best method of introducing a lesson, SMGDS must encourage SSEs to recognize the need for orientating learners to what they are working towards, motivating learners to put forth the effort needed to learn. SSEs should help learners to form associations between what they have already learned and what they are expected to learn. Meanwhile, Hunter (1976:74-75) maintains that there are three steps SSEs should follow when presenting lessons. Firstly SSEs should introduce the lesson to the learners, secondly SSEs should also explain the lesson and thirdly, SSEs should summarize the lesson.

What the researchers assume in the above paragraph could, in a way, be familiarized with one of the key principles of Outcome-Based Education which stipulates that educators have to plan carefully how they aim to achieve lesson objectives. It is suggested in OBE that educators should engage learners in pre-assessment activities by negotiating desired outcomes and precise assessment standards before they start teaching or managing their classroom. It is further stated that they must engage learners in a preparatory process that will help them to reach the intended outcomes (Manganyi, 1997:10-15).

Educators introduce the lesson (state objectives, review the lessons or create an instructional set) to their learners. This is one major principle of OBE and it is said to be the only new principle introduced in the process of teaching. Manganyi is convinced that OBE is not as daunting as it seems, mainly because much of it is already familiar to educators. He argues that “ what is new, is the fact that from now on, educators will have to specify learning outcomes before beginning to teach so that learners can assess their own progress continuously” Manganyi, 1997:1-3).

In addition, Rovenshine (1986:60-69) advocates that SSEs should begin the lesson with a review. In their reviewing process, SSEs might ask questions about what was taught during the previous lesson, ask learners for feedback

on homework and ask whether they had any difficulty. By reviewing the previous lesson, learners are ready to begin a new lesson.

4.2.10.7 Guide SSEs to engage learners in formative and summative assessment standards

Formative assessment standards and summative assessment standards are the two most common used components of SSEs assessment standards system. While formative assessment standards involves assessment of SSEs performance by SMGDS for the purpose of improving teaching effectiveness, summative assessment standards helps SMGDS assess SSEs performance for the purpose of making decisions about tenure, retention, career ladder and merit increments (Oliva, 1993:474). Steven and Rosenshine (1981:1) agree that once an adequate level of understanding has been reached through formative assessment standards, it is essential that learners are given opportunities to practise a new skill and its application.

An important aspect of OBE is that assessment must be integrated into teaching. That is, educators should engage their learners in formative and summative assessment standards. Therefore educators cannot teach first and then, at the end, decide to set a control test for learners. By integrating assessment and teaching, educators will be able to note what happens during and after teaching. Manganyi (1997:20-30) argues that reflection needs to be interwoven into teaching so that educators can determine how teaching progresses.

Formative assessment standards affords learners the opportunity to practise a new skill in the classroom providing SSEs time to work among the learners, helping and giving them support, encouragement, praise, individual assistance or even re-teaching as needed. Summative assessment standards also provide learners the opportunity to practise the new skills independently in the form of homework.

4.2.10.8 Guide SSEs in informing learners about factors which will be evaluated

The role of SMGDS in promoting improved learner achievement is to guide and engage SSEs in the importance of informing learners about factors which will be evaluated in scoring. These factors are referred to as assessment standards, assessment standards and they are used by educators to award grades or marks to learners during assessment. For example, for a learner to receive a grade A or 95%, he/she will first of all have to meet all the outlined indicators. For example, in one of the assessment activities given to learners whereby indicators were outlined in a natural science activity, the assessment standards were:

- A cross-section flower model that is done well
- Correct structure of the flower
- The parts that are labelled correctly

In this way, learners are given direction as to what is expected of them. They know from the beginning what they have to do to get a good assessment. Assessment standards do not only show what learners must do to create evidence, but also how well they need to do before evidence will count as being of an acceptable standard. In this way, both the educator and the learner are able to check continuously how they are progressing toward the ultimate goals (Manganyi, 1997:8-19).

When SSEs are coached about using strategies of informing learners about which factors will be evaluated, Learner achievement increases. Having succeeded in helping SSEs to the process of informing learners about which factors would be evaluated, the next stage would be to support the practice of educators or educators teaching the same subjects to hold regular meetings.

4.2.10.9 Encourage SSEs to hold meetings with other SSEs teaching the same learning areas

When SMGDS encourage SSEs to hold regular meetings with other SSEs teaching the same subjects, improvement of instruction occurs. Today educators can no longer work completely independently of other educators. Oliva (1993:383) concurs that every decision a educator makes has the potential of affecting other SSEs.

SSEs must hold meetings with other educators who teach the same subject (learning area). For example, educators may arrange a professional dialogue in which they will meet at regularly scheduled times to discuss and analyse together what they are doing in their individual classrooms. It is indicated further that peer coaching and mentoring have also grown to be popular in the recent years. Through peer coaching, a collegial relationship develops between teams of educators who observe other educators in the classroom, bearing in mind that they will also be observed in their classrooms. Feedback will be given afterwards to one another on various aspects of teaching effectiveness (Pellicer & Anderson, 1995:162-163). It is suggested that another way for educators to hold meetings with other educators who teach the same learning area, will be through organized workshops which are believed to contribute valuably towards the provision of INSET programmes. Bagwandeem and Louw (1999:113) indicate that workshops emerged to satisfy the existing needs of educators as they can be flexible and adaptable to the requirements of diverse groups and situations. They provide educators with necessary information and also enable them to share experiences. When SMGDS spend a great part of their professional lives meeting with groups of educators, they are motivated to work harder.

4.2.10.10 Guide SSEs in engaging learners in the process of learning

A successful SMGD must demonstrate the capacity to lead others. An effective instructional leader must not only possess leadership skills, but must also be able to develop leadership skills in others. One of the major duties of SMGDS is to guide SSEs to use different classroom activities to promote

learning. When planning a learning programme, the educator needs to consider what range of activities learners can undertake to create a demonstration of achievement. The educator can provide a range of different projects or activities for learners to be involved in, but each project or activity must result in a final product that shows evidence of an outcome being achieved (Manganyi, 1997:8-9).

Atkinson *et al.* (1992:36) emphasize the importance of learner involvement in classroom activities. For example, they indicate that educators should involve learners in their teaching by doing a variety of activities to increase the likelihood that learners will be involved in learning. It is further added that educators can increase learner involvement by addressing multiple modalities during lesson presentation. In this way, learners who are for example receiving and processing information primarily through an auditory modality can be involved as well as those who receive and processes information through a visual modality. There are also those who are primarily kinesthetic or tactile learners who need to manipulate and feel materials. Therefore, educators who adopt more than one modality in their classroom activities will increase the involvement of learners to a greater degree.

In another research project Pellicer and Anderson (1995:129-130) indicate that educators can assume a variety of roles in their classrooms. For example, they can be the sole source of knowledge or they can be facilitators of learning. However, the emphasis is placed on educators who should create conditions that will most likely lead to learning on the part of their learners. They typically seek out and value feedback from learners as this lets them understand for which learners the conditions have been conducive to learning and for which they have not.

4.2.10.11 Coach SSEs to draw up school development plans

Regardless of how seldom it is that SSEs are regarded as being able to contribute anything to the process of INSET, SMGDS must engage with coaching SSEs on drawing up school development plans. For example, educators can be involved in INSET programmes for themselves and their

peers as cooperative equals on how they can become their own classroom managers and finally how they can channel into INSET programmes the strategies and the resources that experienced educators bring to the classroom (Ashley & Mehl, 1987:130).

To ensure that school development activities will be well-planned and actively implemented, educators must be coached on how to draw up school development plans that include the needs to be addressed, the approach to be used to reach the objectives, time as well as financial requirements and other resource requirements, together with the assessment standards method. Traditional INSET programmes where SMGDS stand in front of educators and deliver a lecture must also be minimized. SMGDS are encouraged to move away from group workshops, towards collaborative arrangements that give SSEs opportunities to work together in a variety of configurations (Pellicer & Anderson, 1995:160-162).

4.2.10.12 Assist SSEs in designing learning programmes

SSEs have to be involved in designing learning programmes. Pellicer and Anderson (1995:87) suggest that educators should be comprehensive, as well as incremental in their plans. For example, the comprehensive plan should provide an overall framework to ensure that plans are less active in achieving their purpose and goals. In their incremental plan they must include lessons and daily classroom activities. It is further added to that comprehensive plans ensure that planning is more effective as it begins with the big picture and moves to the details. SMGDS must provide educators with the general guidelines that they need to make judgements on the adequacy of what they are doing. Seminars and discussions may be held to help educators to develop these insights.

4.2.10.13 Provide educators with skills for systematic instructional design

(SMGDS) should provide educators with skills for a systematic approach to instructional design. Atkinson *et al.* (1992:31-32) indicate that one of the primary determinants of learner achievement is the quality of instruction that

they receive. It is, therefore, the role of SMGDS to provide educators with necessary skills for effective planning, implementation, as well as assessment standards of instruction. It is stated that when they are planning, educators should be guided by the following three basic questions. SSEs should ask themselves what it is they want their learners to accomplish as a result of their instruction. They should also ask themselves how they will organize and present their lessons to increase the likelihood that learners will successfully accomplish the instructional goals. Thirdly, educators should ask themselves how they will determine whether learners have successfully achieved the goals. It is, therefore, assumed that through necessary guidance by SMGDS, SSEs could be able to organize and plan their lessons effectively so as to eradicate the assumption that effective lessons rarely happen or they happen by accident.

According to Letsie and Mofokeng (Unpublished, 2003:13), a general goal of effective instruction is to improve or maintain conditions that encourage learner achievement. However, in order for this to happen, SMGDS must balance the needs of a particular school, the needs of the community in which it is based and the resources they can bring to instructional management. Such actions focus on setting schools wide goals, defining the purpose of schooling, providing resources needed for learning to occur, supervising and evaluating educators, coordinating INSET programmes as well as creating collegial relationships with and among SSEs.

4.2.10.14 Consider SSEs' needs when development plans are drawn up

It is essential that SSE' needs are considered when school development plans are drawn up. Communication of plans on SSE' needs is important in the school development plan. Incorporating SSE' needs into a school development plan benefits the educators themselves and it is also beneficial to SMGDS. The more imaginative the thought invested in considering educators' needs when school development plans are drawn up, the more likely those plans are to come to fruition without undue confusion, delay or back-tracking. Pellicer and Anderson (1995:90) also indicate that a needs assessment and prioritizing SSE' needs is the most critical step in school

development plans. School development plans should pull together multiple data sources such as the school philosophy and goals, school performance and reports, test scores, drop-out studies and Learner follow-up studies, staff and staff surveys, committee as well as department meetings.

Letsie and Mofokeng (2003:78) indicate that educators feel that another primary need for them is their need to be involved in making decisions, as this will provide them with a solid base of information and personal dedication to INSET programmes. They feel that if their needs are considered, it will give them a feeling of power and control which they believe is a basic need to everyone. It is indicated further that educators are more productive when they feel that they are able to affect their environment, when they feel consulted, when they feel they make an impact and when they feel that those in authority listen to them.

Another research project (Bagwandeen & Louw, 1993:113) indicates that educators need rewards to overcome hurdles related to INSET programmes that are largely external to their classroom activities. They feel that these incentives could serve largely in motivating them to participate in INSET programmes. For example, SSEs need remuneration for their involvement and participation in INSET programmes. SSEs feel that salaries should be increased for educators who complete their INSET programmes satisfactorily. It must however, be borne in mind that state funds are generally not made available for this purpose.

4.2.10.15 Change agents for curriculum improvement

SMGDS are **expected** to act as change agents for curriculum improvement. Due to the fact that they operate at the district level, school and classroom levels, they are perfectly positioned to ensure that the desired change is occurring, that improvements are directional and that results obtained are those projected in the planning (Wiles & Bondi, 1960: 108). Mphahlele (1999:12-14) states that SMGDS are critical sources of initiating change and that even when the source of change is elsewhere in the system, a determining factor is how SMGDS will respond to the change. If it is taken

seriously, it stands to be successfully implemented. Therefore, effective SMGDS are believed to be those who work on communication as communication problems are natural and inevitable. It is their responsibility to set the pace and time concerning the climate of change. For example, it is their primary role to use their time at schools to engage all involved personnel in the process of change.

Letsie and Mofokeng (2003:77-78) highlight the fact that the last two decades have brought great acceleration in change and assume that the years ahead will bring even more. They suggest that, in order to remain viable, schools must not only respond to external changes, but must become innovators within their own right. Therefore SMGDS should play a crucial and influential role as change agents by making sure that SSEs have the kind, amount and type of information that they need in order to make decisions that will benefit them as individuals and the school as a whole. Providing SSEs with this type of information is usually referred to as INSET.

4.2.10.16 Train SSEs to plan, implement, evaluate programmes and coordinate efforts of all groups and individuals working with curriculum problems

It is also the role of SMGDS to train educators to plan, implement and evaluate programmes and to coordinate efforts of all groups working on curriculum problems. This entails, as stated by Mphahlele (1999:14), engagement in activities that have as their basis: meaning, contribution and service, contribution to the organization and its purpose, integrity, positive impact and mastery. It is also indicated that curriculum design often calls for some sort of management system that takes the basic plan for changing and drives it towards completion. Involved also in this step are issues such as the application of resources and training for those in need of skills.

Wiles and Bondi (1960: 18-19) emphasize that real curriculum is what is experienced by learners in the classroom. They suggest that SMGDS have the best opportunity to influence the development of curriculum as they work directly with educators on instructional problems. They further indicate that

curriculum development is a cycle that begins with the analysis of the purpose for schooling.

The cycle continues with the design of the curriculum developing standards and objectives. For example, SMGDS are working with educators as well as all groups working on curriculum problems in coordinating efforts towards curriculum development processes. They work in classrooms with educators to deliver the real curriculum. Because SMGDS are primary quality control agents they are able to coordinate practices with general policy formation and in this way, SMGDS become suppliers of critical information regarding curriculum improvement.

Oliva (1993:55) assumes also that INSET programmes relate to curriculum development when they consist of organized, planned activities that focus on curriculum design, implementation and assessment standards of programmes. Therefore, SMGDS must help educators to make decisions about programmes as they must direct educators in the study of scope and sequence, of balance and of articulation. It is added also that SMGDS serve as resource persons to a curriculum council as they are expected to direct curriculum needs assessment involving educators, learners and parents in exerting curriculum leadership. It is indicated that helping educators make decisions such as INSET programmes can be a full-time job for SMGDS as there is a constant need for review and revitalization of the curriculum to keep abreast of rapidly developing knowledge.

4.2.10.17 Provision of operational INSET programmes for SSEs in the TMED

The SMGDS as providers of INSET use different programmes to provide INSET designed for SSEs in the district. These programmes are conducted in the Education Resource Centres which are fully equipped to respond to the needs of SSEs.

According to the "Guidelines for Education Resource Centres (ERC), (December, 2002:3) by the Free State Department of Education there has been a variety of persons from many structures and institutions who have

made a contribution by endeavouring to improve teaching and learning practices and activities in the Free State Province. It is mentioned also that there are numerous organizations that exist, including NGOs and private enterprise, which can be used effectively to provide educators and learners with knowledge and experience as well as the necessary skills.

4.3 THE EFFECTIVENESS OF EDUCATION RESOURCE CENTRES IN THE FREE STATE PROVINCE

Most researchers in the field of education indicate that SSEs are the most valuable resource of any school as it is mentioned also in the guideline for Education Resource Centres (Free State Department of Education, 2002:3-6). It states that educators need to be supported as changes take place both in education and in their professional roles as lifelong learners. It is said that teaching and learning practices in many schools are unsatisfactory, occur in isolation as the division between theory and practice remain an ongoing problem for many educators due to the lack of educator support, as well as the lack of practical equipment and learning support materials to work with in their preparation for learning facilitation. Education Resource Centres, therefore, should address this problem by keeping in touch with schools in the region and by providing a forum for exploring whole-school development. Valuable networking between schools, as well as between schools and other support structures should also be put into place.

It is further indicated that there are many SSEs who are underqualified and who have no formal educator qualifications. Provision has to be made for these educators to improve their existing qualification through INSET programmes. These programmes can be done in collaboration with Higher Education Institutions. For example, such a partnership is already established at Tshiya Resource Centre, in the TMED, where the University of the Free State is offering upgrading qualifications such as the National Professional Diploma in Education (NPDE) and Certificate in Education (CE). This will assist the FSDoE in its strategic plan to reduce the number of underqualified educators, as such centres play a prominent role in increasing the number of qualified educators.

The general overview of Education Resource Centres indicates that their main focus should be on the following:

- Support and development of educators for their operational task in the classrooms by empowering them in classroom practices which include assessment strategies, planning as well as teaching and learning methodologies
- Support educators in career development
- Support educators in personal development

Research conducted by FSDoE (2002:4) recently concluded that the following should be the objectives of Education Resource Centres:

- To provide a meeting place, special professional working groups, opportunities for SSEs to solve problems which they encounter in practice
- To provide SSEs with a programme addressing all the educational activities that will take place during teaching and learning
- To provide SSEs with a programme addressing all the educational activities that will take place during the academic year
- To provide SSEs who are promoted to higher posts with the necessary INSET to enable them to perform well in the added duties
- To bring SSEs up to date on technologies in education
- To provide assistance to secondary schools in developing new programmes and to provide professional development opportunities
- To engage in research and assessment standards activities designed to inform new SSEs with practices and school reform efforts
- To promote professionalism among SSEs

- To keep a database of unemployed qualified SSEs. These SSEs must be given INSET on the latest developments in curriculum before they can be employed in the system
- According to the research conducted by FSDoE (2002:3-6), SSEs' knowledge and capacity should be built and resource centres should become Centres for spreading excellence.
- Furthermore it is clear that the major functions of the Resource Centres depict the need for INSET provision by SMGDS and LFs, namely:
- Assist with preparations of learning support materials and learning programmes.
- Assist with Curriculum development, planning and implementation through workshops in consultation with accredited trainers.

According to FSDoE in the Guidelines for Education Resource Centres (FSDoE 2002:6), it is important to determine the stage of development of an educator so as to assist him/her to the next stage. Harvey's research (1997:107) into methods of achieving change in SSEs' behaviour suggests that educators are more likely to adopt practices which have similarities with what they are already doing which are easily applied in their classrooms. Harvey (1997:107) argues that it is better to help SSEs to do what they already do more effectively than to get them to engage in a radically different concept of education. However with the introduction of OBE, Educators had to be assisted to implement the new curriculum.

Kahn (1982:10) also argues that an ideal Tshiya Educatorial Resource Centre should provide SSEs with education and not training only so that they are not expected to carry almost blindly the instruction they have received into their classrooms.

They must be given the tools for the job and then be educated to apply them with understanding. Kahn (1982:10) emphasizes that SSEs should not see themselves only as consumers of INSET programmes but they should also be

able to use their personal strengths to share ideas with colleagues and act as leaders of school-based workshops. All the above activities occur at the education resource centre and are organized and implemented by SMGDS in conjunction with other education authorities such as LF's; sports and inclusive education.

Added to the above-mentioned responsibilities, SMGDS are also key providers of INSET for the implementation of the newly introduced integrated quality management system (IQMS) for improving SSEs' skills and knowledge and rewarding them with salary cash bonus.

4.4 IMPLEMENTATION OF THE INTEGRATED QUALITY MANAGEMENT SYSTEM (IQMS) FOR SCHOOL-BASED EDUCATORS

The IQMS is informed by schedule 1 of the Employment of Educators Act, No. 76 of 1998 where the minister is required to determine performance standards for educators in terms of which their performance is to be evaluated. It is an integrated quality management system that consists of the following three programmes which are aimed at enhancing and monitoring performance of the education system:

- Developmental Appraisal
- Performance Measurement
- Whole School Assessment standards

The purpose of the IQMS is outlined as:

- To identify specific needs of educators, schools and district offices for support and development
- To provide support for continued growth
- To promote accountability
- To monitor an institution's overall effectiveness

- To evaluate an educator's performance
- In implementing the IQMS, the educator is responsible for the following:
- Undertake self-assessment standards of performance.
- Identify a personal support group and Development Support Group (DSG).
- Develop a Personal Growth Plan (PGP) and finalize it together with the DSG.
- Co-operate with the DSG.
- Co-operate with external Whole School Assessment standards (WSE) Team in line with the protocol when the school is being evaluated.
- Attend INSET and other programmes in terms of areas identified for development.
- Engage in feedback and discussion.

4.5 RESPONSIBILITIES OF SMGDS REGARDING THE IMPLEMENTATION OF THE IQMS

- Advocacy, training and proper implementation of the IQMS
- Development and arrangement of professional development programmes in accordance with identified needs of educators and their own improvement plans
- Moderating assessment standards results of schools in their districts in order to ensure consistency, for example, in cases where the assessment standards results of a school are not consistent with the school's general level of performance or where the SMGD has reason to believe that the assessment standards of a particular school is either too strict or too lenient, he/she must refer the results back to the school for reconsideration.

- Ensure that the assessment standards results of schools are captured and processed in time to ensure successful implementation of salary and grade progression
- Ensure that the implementation process in schools is monitored on an ongoing basis

A comparison between the UK and SA regard.

4.6 CONCLUSION

This chapter explained the role of SMGDS in the provision of INSET to SSEs in South Africa. The chapter indicates clearly that if regular training of educators is done, learner achievement improves dramatically. Research Pellicer & Anderson (1995: 14) shows that when educators are consulted about INSET Programmes they receive their participation increases, classroom performance improve because SSEs are stimulated to find more about their teaching obligations.

The introduction of Resource Centres in TMED is vital in the provision of INSET because it provides resources in appropriate structure to the SMGDs and LF's. Finally the implementation of the IQMS becomes very effective because the objective of identifying SSEs needs become accessible.

CHAPTER FIVE

EMPIRICAL INVESTIGATION INTO THE ROLE OF SCHOOL MANAGEMENT DEVELOPERS AS PROVIDERS OF IN- SERVICE EDUCATION TRAINING OF SSE

5.1 INTRODUCTION

In Chapter Four of this study, the researcher provided details concerning provision of INSET programmes for SSEs in South Africa. The assessment standards of the role of SMGDS with respect to their role in the provision of INSET for educators and that of the effectiveness of educators in improving teaching and learning were also postulated.

Chapter Four also revealed that SSEs' needs were, most of the time, not considered when INSET programmes were planned and organized. Educators' qualifications were not seriously attended to as it was only rediscovered after the 1994 elections by the MEC for Education in the Free State Province that large numbers of educators did not have relevant educator qualifications, while a tremendous number are underqualified.

In the light of the above, Chapter four provided brief details of how the Department of Education, in the Free State, is doing to address the backlogs, particularly to developing the knowledge and skills of SSEs, the data gathering procedure for the empirical investigation regarding the provision of INSET for SSEs by SMGDS in the Free State Province is discussed. The chapter mainly describe the procedures adopted in constructing this investigation, the instruments used, the administration of the method of data collection applied, as well as the objectives of the empirical investigation of this study.

A brief review of the survey research that was conducted, the data collected and the analysis and interpretation of data are subsequently provided.

5.2 LITERATURE REVIEW

The literature reviewed in this investigation enabled the researcher to find answers to basic questions that are central to the aims of this study. The following are reasons for undertaking a review of literature with regard to this research:

- It saves time and helps the researcher to avoid unnecessary repetition and duplication of previous studies.
- It helps the researcher to discover the most recent and authoritative theory about what the subject entails.
- It informs the researcher about the most widely accepted empirical findings in the particular field of investigation.
- It reveals the available instrumentation that has proven valid and reliable.
- It enables the researcher to ascertain the most widely accepted definitions of key concepts in the field of study entailed (Frankel & Wallen 1993:59) (Mouton 2003:87)

The above advantage of a literature review helped the researcher to compare past and recent findings about the topic being researched. The information received from these findings will guide him/her to make the necessary recommendations.

5.3 AIM AND OBJECTIVES OF THE STUDY

Apart from the considerations mentioned above, a systematic review of literature on INSET of educators was undertaken with regard to the aim and objectives of this research as outlined below:

5.3.1 The aim of the research

The aim of this research was to design a model that can be used by Thabo Mofutsanyana SMGDS for the provision of INSET to SSEs

5.3.2 Objectives

The aim of the research was operationalized into the following objectives:

- To determine the meaning of INSET.
- What lessons can be learnt from a developed country with respect to the provision of INSET.
- To determine the role function of School Management Developers (SMGDS) with respect to their role as providers of INSET for SSE.
- To determine if INSET can improve the competency of SSEs through increased knowledge and skills.
- To determine the views of SSEs about INSET programmes.

5.4 PROCEDURES FOR DATA GATHERING

The procedures that were followed in conducting this empirical investigation were mentioned and described with respect to its role in this research (see 1.4.3).

5.4.1 Research design

According to Mouton (2003:49), Seaman and Verhonick (1982:149), research design refers to “the way the researcher plans and structures the research process.” Denzin and Lincoln (1994:14) share the same view and they describe research design as “a flexible set of guidelines that connect theoretical paradigms to strategies of inquiry and methods for collecting empirical materials.” In other words, research design refers to an arrangement of procedures and methods of a research study that includes sampling, data collection, analysis and interpretation of results. Research design provides guidelines and structures to the research process in order to prevent haphazard procedures. In this regard a research design confines the researcher to an empirical world and connects him to specific sites, persons, groups, institutions and bodies of relevant interpretative materials.

This research was undertaken in one of the educational districts of the Free State Province, therefore a closer look will be taken at the characteristics of this district.

In this investigation a quantitative approach has been used. In describing quantitative research, Fraenkel and Wallen (1993:344) state that it is the method which investigates the quality of relationships, activities, situations and materials. This research also includes an empirical investigation as part of the research approach.

In various ways this study ((Mouton 2003:56) meets the requirements of the empirical research approach. Data was typically collected through the study of primary and secondary documents and questionnaires. According to Landman (1988:22), factual information is categorized as information that provides the following:

- Reasons
- Logic
- Theory

In the light of what Landman postulates, this study is underpinned by selected theories. Survey questionnaires were distributed to practising SSE, as one of the aims of empirical research (*cf.* 1.4) is to arrive at valid and relevant research findings (Mouton & Marais, 1990:23).

5.4.2 Population and sample

Persons who participate in a study and from whom data is collected are referred to as subjects of investigation. As a group, this subject is called the sample. The sample is composed of people from a larger group called the population. It is through sampling that researchers are able to draw conclusions about the entire population of interest based on the result obtained through data collected from the sample. Letsie (2003:321) and McMillan and Schumacher (1993:159) state that researchers would prefer to study the whole population, but this is not always possible since most

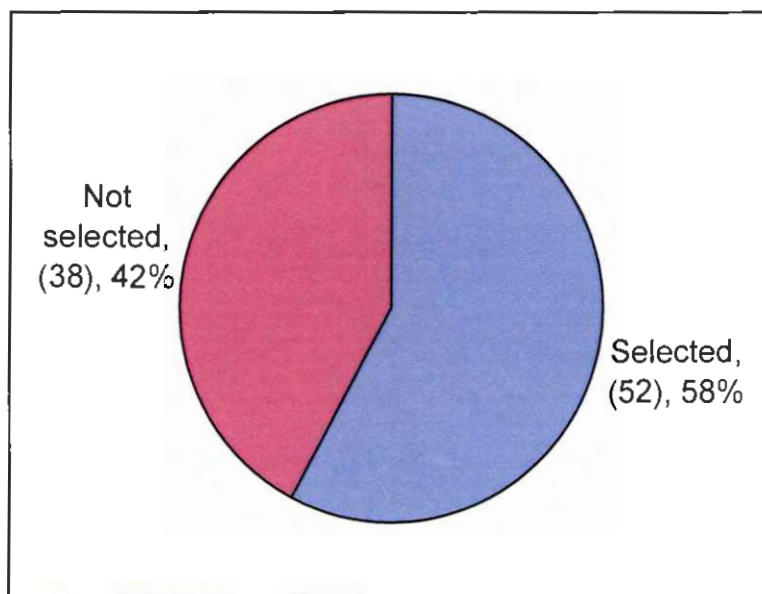
populations are large and scattered over a large geographical area, which in most cases tend to make finding and contacting the entire population time-consuming and expensive. A research sample is, therefore, any proportion of a population for which data is obtained for observation and analysis (Fraenkel & Wallen, 1990:67; Bagwandeen, 1991:68; Babbie, 1998:194; Welman & Kruger, 1999:47; Mofokeng, 2002:326). As Frankel and Wallen (1990:68) further contend, the population is the group of people to whom the researcher would like to generalize the results of the study. It is, therefore, worth mentioning that in this research, the population consists of SSEs in the Thabo Mofutsanyana District of the Department of Education in the Eastern Free State.

Thabo Mofutsanyana District is part of the Free State Education Department and is located in the Eastern Area of the Province. TMED is the biggest district in the Free State province and consists of 90 secondary schools stretching from the town of Clocolan next to the border of Lesotho to Memel on the border of the KwaZulu Natal Province (*cf.* Map in appendix D). The sample that was used consisted of 52 secondary schools. Further details on the population of the study are fully discussed in Chapter Five (*cf.* 1.44).

5.4.2.1 Composition of secondary schools in Thabo Mofutsanyana District

There are 90 secondary schools with Grade 10-12 learners in the Thabo Mofutsanyana district. The questionnaires were distributed to 52 of these schools as a 10% sample is sufficient (Gibbs, 1992: 153).

Figure 5.1: Number of secondary schools in Thabo Mofutsanyana District



5.4.2.2 Division of the survey questionnaire according to the areas of abode in Thabo Mofutsanyana District

The distribution of the survey questionnaire was divided into four categories as indicated below. In addition, data was gathered through a convenient sampling procedure. A convenient sample is a group of individuals who, conveniently, are available for study (Mouton 2003:104), (Fraenkel & Wallen, 1990:75).

Convenience workshop

Educators (128) attending a workshop on effective planning and teaching behaviour were asked to complete the questionnaire. These educators were from different schools in the District. All of them responded to the questionnaires.

Rural (Qwaqwa schools)

Rural refers to Qwaqwa-based schools. Questionnaires were administered at Convenience workshops which 128 educators attended. Most of the schools are disadvantaged in that parents hail from poor socio-economic backgrounds

where unemployment and a lack of basic resources are rife. The researcher incidentally stayed in the area and was able to distribute the questionnaire. The return rate was 100%. Furthermore, secondary school principals who happen to reside in the same residential area managed to help with the distribution and collection of questionnaires (about 90%).

Urban Black (Black secondary schools outside Qwaqwa)

Urban Black schools are former Department of Education and Training schools in urban areas where educators are mostly Black and they are managed by Black principals. SMGDS supervising those schools assisted in distributing and collecting questionnaires. 75% (290) of the questionnaires distributed were returned.

Urban White (former model C schools)

Urban White schools, that is, former model C schools are based in urban or suburban areas where most educators, 99%,(156) are White and they are managed by White principals. These schools have adequate resources and educators are well qualified with supportive and educated parents. SMGDS supervising those schools distributed and collected the questionnaires. 90% of the questionnaires were returned. This return rate, according to recent literature on research, is acceptable.

The final sample of Educators is 446 and of SMGDs is 30.

5.4.3 Research instrument used

In this section of the study, the questionnaire as research instrument used in collecting information for this research is described.

5.4.3.1 The construction of the questionnaire

In the construction of the questionnaire for this research, items were divided into four sections, namely Section 1, Section 2, Section 3 and Section 4. Items in Section 1 are related to personal and biographical information of the respondents. The information in Section 1 included the respondents' gender,

age, highest academic qualification, as well as highest professional qualification.

Items in Section 2 intend to provide information in relation to the assessment standards of the role function of SMGDS in providing INSET for SSE, whereas items in section 3 intend to evaluate the effectiveness of SSEs in improving teaching and learning. Items in section 4 aimed to gather information with regard to the designing of a teaching and learning model that can be used by Thabo Mofutsanyana SSEs to improve learner achievement. Items 2.1-2.10 are related to question one, items 3.1-3.10 are related to question two and items 4.1-4.10 are related to question three. The three questions are listed below:

Question 1

What is the role function of the SMGDS in the provision of INSET for SSE?

Question 2

How effective are SSEs in improving teaching and learning?

Question 3

How are the SMGDS engaging the SSEs in designing a teaching and learning programme to be used by Thabo Mofutsanyana SSEs to improve learner achievement?

In constructing the questionnaire used in this study, the objectives of this research as well as useful hints from literature and experts' opinion of researchers and practitioners were used. The criteria and principles advocated by Babbie (1998:147-162); Daresh (1987:5); Fraenkel and Wallen (1990:92-94); Converse and Preser (1986:51-75); Neumann (1997:233-234 and 245-246); De Vos (1986:73); Mofokeng (2002; 320-327); Oppenheimer 1992:110-112); Bradburn (1983:207-226); Dillman (1978:51-57), as well as Sudman and Bradburn (1983:226-227) were adopted. Fraenkel and Wallen (1993:345) indicate that the problem to be investigated by means of a survey

should be sufficiently interesting and important enough to motivate the individuals who are being surveyed.

5.4.3.2 Defining a questionnaire

A questionnaire is a self reporting instrument used for gathering data about variables of interest to the researcher and it consists of a number of questions or items that a respondent reads and answers (Beckman & Visser, 1999:348).

According to Tuckman (1994:216), a survey questionnaire is an instrument used when collecting research data and it is ultimately dependent on the purpose of the study.

5.4.3.2.1 Advantages of a structured questionnaire

According to De Wet, Monteith, Venter and Steyn (1981: 163), the structured questionnaire is more effective and practical than an interview. It has the following advantages:

- Data is easily collected and many respondents can be reached.
- Standardized instructions can be given so that respondents know exactly what is expected of them.
- A questionnaire is cheap and does not require educated personnel to fill it in and, therefore, it is relatively quick.
- A more objective opinion can be given when the questioner is not present.
- Cooperation of people becomes easy with a well-planned, neat, good and careful questionnaire (Smith 1993:165).

The questionnaire is the most widely used technique in obtaining information for a variety of reasons (Ary, Jacobs & Razavieh, 1999: 421):

- It is relatively economical.
- It contains the same questions for the respondents.

- It ensures confidentiality.
- It comprises written statements and questions.

5.4.3.2.2 Disadvantages of a structured questionnaire

Smith (1983: 168); Anderson (1990:207); Ary, Jacobs and Razavieh (1999:421); and Bong and Gall (1989:158) indicate that questionnaires have the following disadvantages and limitations:

- Lack of individual understanding and fewer possibilities of repeating questions even if the respondent does not understand what is required
- Low response rate
- Many questions are not answered.
- No control of external influential factors
- Respondents hide or run away when one comes back to collect the questionnaire.
- Respondents complain of not finding enough time to complete the questionnaires, which serves mostly as a factor of unwillingness to comply with the request.

However, the advantages of the questionnaire significantly surpass the disadvantages. According to Smith (1983:167), this is an effective method to motivate respondents and convince them that the study is worthy and valid. A glossary of terms to clarify the questionnaire is attached in Appendix C. The researcher took cognisance of the above-mentioned disadvantages.

The questionnaire was selected as research instrument for this research because most of the disadvantages were ameliorated by personal administration of the questionnaire in the field.

5.4.3.2.3 Suitability of a questionnaire for this research

A questionnaire is appropriate as research instrument for this research since it helped elicit responses connected to specific perceptions of SSEs.

The respondents are all SSEs who are being provided INSET by SMGDS.

Their responses led to the development of a proposed model for the provision of INSET in the Thabo Mofutsanyana District

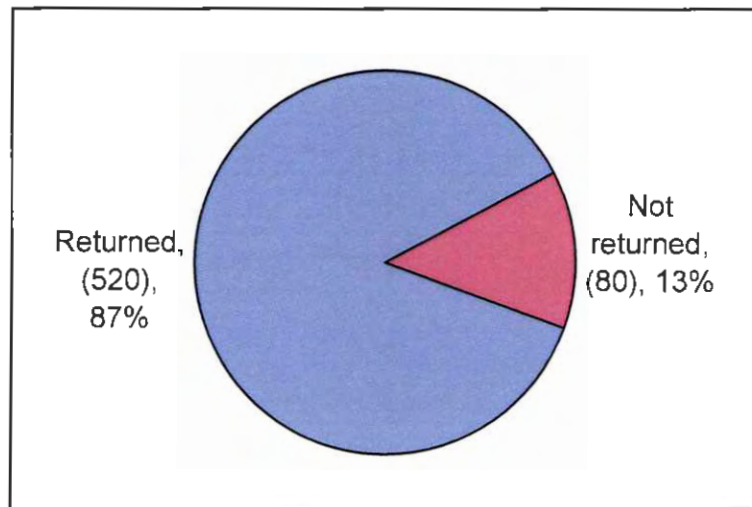
5.4.3.3 Administration and control of questionnaire

The distribution of questionnaire to the selected sample began on 11 August 2007. Permission for the distribution of the questionnaire at secondary schools and the Thabo Mofutsanyana Education District was obtained from the Free State Department of Education (see Appendix A). Following a directive from the Free State Department of Education, questionnaires that were sent to secondary schools in Thabo Mofutsanyana Education District were accompanied by letters to the principals, explaining the objectives of the research and requesting permission to conduct the research at their schools (see Appendix B). Participation of the SSEs in the research was voluntary. In addition to the letter, all the questionnaires were accompanied by a covering letter addressed to the respondents explaining the objectives of the research, requesting the respondents to participate in the research and giving the respondents a brief background of the INSET provision programmes (see Appendix D). Finally each respondent was supplied with a page containing a glossary of terms used in the questionnaires (see Appendix C).

The following methods for distribution were used. Firstly, the researcher personally delivered questionnaires to identified key persons at the selected schools and educators. The sampling procedures were explained to the key persons who were then requested to distribute the questionnaires to the selected schools and educators and to collect them after they had been completed. Secondly, the questionnaires were posted to heads of schools concerned who were also requested to distribute them to the subjects and to collect and post them back to the researcher in a self-addressed and stamped

envelope. A register of the distributed questionnaires was kept in order to control their return. A reminder was also sent to persons who delayed in returning the questionnaires. The figure below indicates the number of questionnaires that were distributed to the selected respondents as well as that of the questionnaire return rate.

Figure 5.2: Questionnaire distribution and return rate



5.4.3.4 The pilot study

The pilot study is a small scale study administered before conducting an actual research. The researcher conducted a pilot study which enabled him to determine the feasibility of this research project as the validity and the reliability of the research instruments are dependent on the pilot study (Ural & Sekete, 1997:39; see also, Letsie, 2003: 333-334; Mofokeng, 2002: 32-44; Bagwandeen, 1991: 75; Fraenkel & Wallen, 1990: 479). The pilot study also determines how the design of the questionnaire could be improved. Bagwandeen (1991:766), Huysamen (1994: 197); Isaac and Michael (1993: 34); Mofokeng (2002: 33-66) and Letsie (2003:333-334) mention the following advantages of a pilot study:

- It provides the researcher with unanticipated ideas, approaches and clues not foreseen prior to the main study. As a result, it reduces the number of data-gathering problems.

- It may save the researcher time and financial costs on research that could yield less information than expected.
- It investigates the feasibility of the proposed project and detects flaws in the measurement procedures.
- In the pilot study, the researcher may try out a number of alternative measures and then select those that yield the best results.

5.4.3.4.1 Defining validity

In defining validity, Fraenkel and Wallen (1993:139) postulate that validity has to do with the defensibility of the inferences researchers make of the data collected through the use of an instrument. The inferences have to be appropriate, meaningful and useful. An inference is appropriate if it is relevant and sheds light on the meaning of the information obtained through the use of the instrument. It is useful if it enables researchers to make decisions related to what they were trying to find out.

5.4.3.4.2 How to ensure validity

In order to fulfil the purpose of this study, the researcher also took advantage of the SMGDS and Learning Facilitators whose offices are situated in the same block. These department officials meet once every month to share information about academic progress at schools. It was during this meeting that questionnaires were distributed to thirty SMGDS and Learning Facilitators to test the content validity and reliability of the research instrument.

The questionnaires were brought back to the researcher within five days with recommendations. The pre-test of the questionnaire revealed some ambiguities and poorly worded statements. When the responses were analysed, some statements were deleted, others were better worded and where ambiguities were indicated, new statements were added. Therefore the validity and reliability of the research instrument was ensured.

5.5 DATA ANALYSIS AND PRESENTATION OF THE FINDINGS

The returned questionnaires were found to be suitable for analysis. The data was coded, processed by computer and analysed by using the software package known as Statistical Analysis System (SAS). The frequencies of the responses were calculated, rank ordered and interpreted.

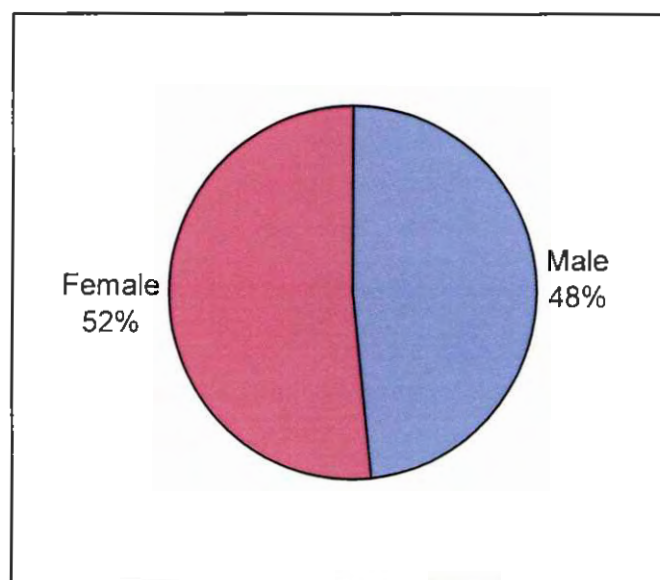
The next section presents the data analysis and interpretation.

5.5.1 Biographical information on respondents

The following biographical information of the respondents is deemed to be relevant for this study:

5.5.1.1 Gender

Figure 5.3: Gender



In the light of figure 5.3 above, the indication is that 51,7% of the respondents are males, whereas 48,3% are females. This indicates that redeployment of qualified female educators to secondary schools is a success. Moreover, it might be that the government's efforts to redress gender inequalities are beginning to bear fruit. However, this finding is contrary to many others which show that females who participate in INSET programmes are very few. For example, the study conducted by Mofokeng (2002: 353) revealed that 70,69%

of the respondents were males with 29,31% being females. These findings are not peculiar to South Africa, but reflect the lack of equality of opportunities for woman worldwide. In another example, Court (1999: 70) found in a survey of UK educators that 70% were men and 24% were women. In the same breath, Rowland (1996:8) conducted a research at a university in the North of England and found that of 75 departments; only one head of department is female.

5.5.1.2 Age group of respondents

Table 5.1: Age group of respondents

V1/4	Frequency	Percentage	Cumulative Frequency	Cumulative Percentage
23–30yrs	56	10,77	56	10,77
31-40yrs	242	46,54	298	57,31
41-50yrs	174	33,46	472	90,77
51-60yrs	43	8,27	515	99,04
61-65yrs	5	0,96	520	100,00

Only 10,77% of educators in the system are under the age of 30, which is an indication that in years to come there will be fewer SSEs in the education system. 46,54% of educators are above 30 years, which again is an indication that INSET programmes are needed to keep the majority of these educators up to date with the new teaching skills required for the revised curriculum for grades 10-12. In addition, 33,46% of SSEs in the education system are above the age of 40 years, which further indicates that more funds are needed to retain them and a clear indication that INSET activities are necessary. About 9% are above 50 years of age, which means that most experienced educators will have to leave the profession soon. This is a clear indication that INSET should be used to improve teaching strategies at secondary schools.

5.5.1.3 Academic qualifications

Table 5.2: Academic qualifications

V1/4	Frequency	%	Cumulative Frequency	Cumulative %
Below matriculation	4	0,77	4	0,77
Matric certificate	20	3,85	24	4,62
Teachers Diploma	265	50,96	289	55,58
Bachelors degree	136	26,15	425	81,73
B.ed Honours	83	15,96	508	97,69
Master's Degree	12	2,31	520	100,00
Doctorate	0	0	0	0

Only 4,62% of educators' qualifications are still below matriculation. This remains a concern that such a number of educators are still teaching at secondary schools. It is interesting to note that 50,96 %of educators, which is a large number, are without degrees, which means they need more content knowledge on the subjects they are teaching. Another 26% of educators are in possession of a junior degree which is a good indication that, if INSET programmes are implemented, there is a great possibility of the educators improving their skills. Only 15% are holding senior degrees, which indicate the need for more educators to be exposed to INSET programmes.

5.5.1.4 Professional qualifications

Table 5.3: Professional qualifications

V1/4	Frequency	%	Cumulative Frequency	Cumulative %
Matric + P.T.C. REQ V 12	9	1,73	9	1,73
Matric + 3yrs training REQ V 13	278	53,46	287	55,19
Degree + 1yr training REQ V 14	194	37,31	481	92,50
Other	939	7,50	520	100,00

Over 50% of SSEs in the education system have been trained for three years, which is the minimum requirement needed for teaching. It is, therefore, clear that there is a need for INSET programmes to be available to more SSEs with the aim of improving the teaching skills needed.

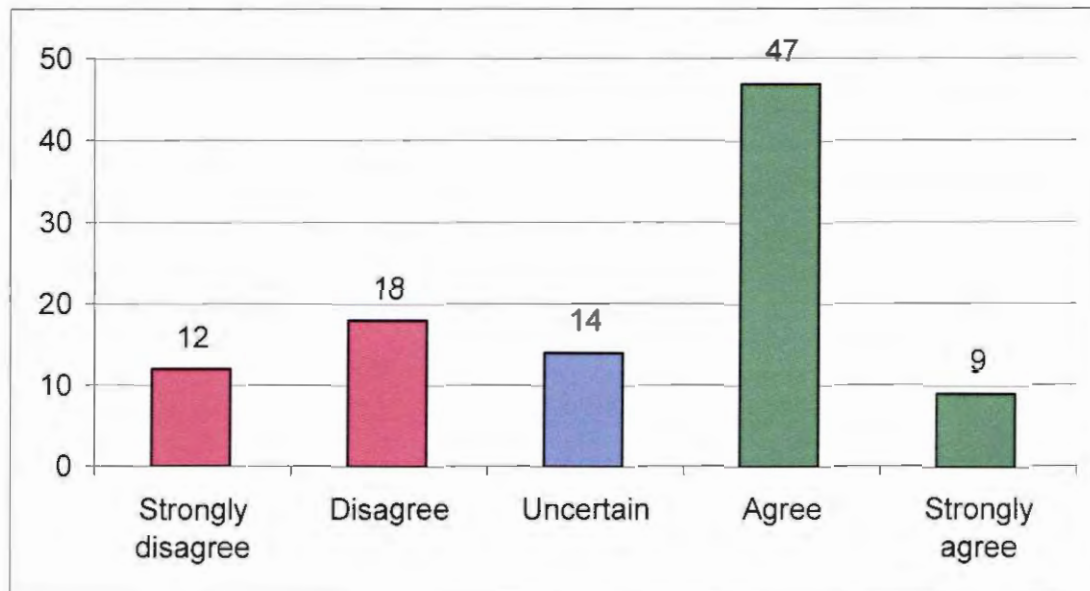
5.5.2 Assessment standards of the role of SMGDS with regard to the provision of INSET for SSEs

The following responses reflect the role of SMGDS with respect to providing INSET for SSE. The items in the scale of 1-5 will be combined as follows:

- 1 and 2 will be combined to mean strongly disagree for the purpose of interpreting tables and figures,
- 3 will remain uncertain, and
- 4 and 5 will be combined to mean strongly agree.

5.5.2.1 Training SSEs about new strategies in teaching

Figure 5.4: Training on new strategies in teaching



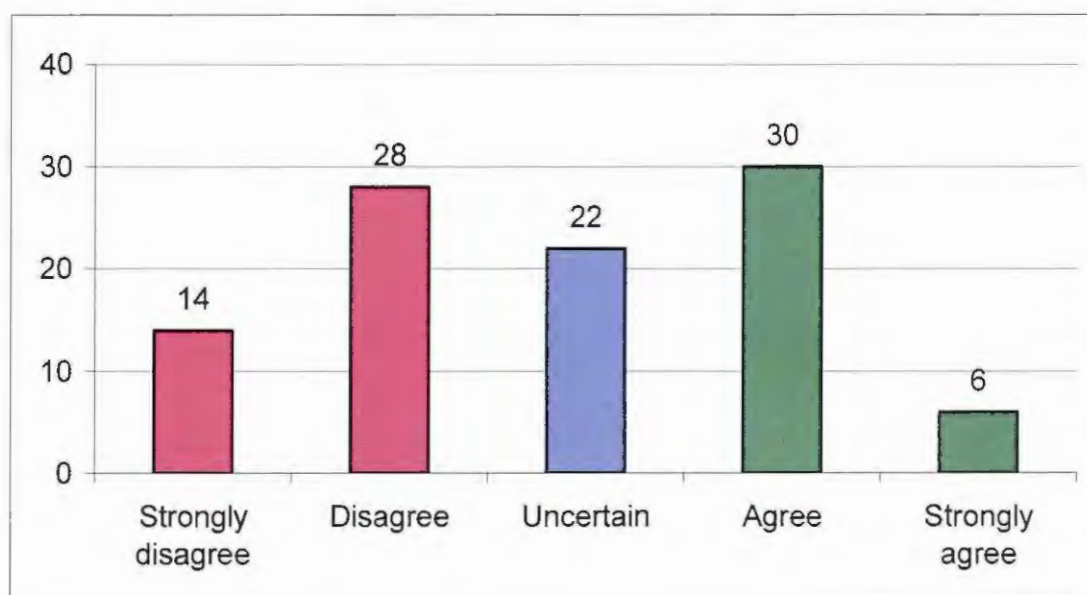
The figure indicates that 30% of SSEs receives little or no training about new strategies in teaching. Among them 14% are not sure whether they receive the appropriate training that is needed. The overwhelming majority of educators are positive that they receive regular training on new strategies. This augurs well for INSET of SSE.

The reason behind the majority of SSEs agreeing to the fact that they receive training might be that more secondary schools are based near the District Head Office where about 70% of the SMGDS are stationed. secondary schools near head office are concentrated in such a way that educators are able to travel easily to INSET venues. The reason behind 30% who disagree might be due to the fact that the district is too big, where, in order to get to some of the schools, SMGDS travel for more than an hour before reaching such schools. This implies that SMGDS spend more time on the road and their visits to such schools are not as frequent as expected. Mofokeng (2002: 355) and van Heerden (1995: 335-346) also state the finding that when educators receive regular training, learner achievement improves. In this regard, Henning (1994: 206) recommends that supervisors and educators need to have contact on a regular basis.

In addition, the National Committee on Further Education(NCFE), (1997:131) found that continuous INSET and development should be phased in and that all educators and trainers providing INSET programmes should be required to attend regular and appropriate INSET programmes.

5.5.2.2 Consultation about the type of INSET programmes offered for SSEs

Figure 5.5: Consultation about the type of INSET programmes offered



The table reveals that 42% of educators feel that they get ready made INSET programmes. This is of great concern because educators probably receive training on strategies that they may not need in order to improve teaching and learning. However, 36% of the respondents claim that they are consulted about the type of INSET programmes they receive. 22% of the surveyed educators were uncertain. The finding indicates that SMGDS need to increase consultation rates in order to provide relevant programmes.

Bot (1986:15-16) agrees with the statement that educators who are consulted about the INSET programmes tend to improve their teaching skills. Building with educators rather than doing things for them became effective in improving teaching and learning (Pigford, Pellicer, Ncgongo, Khoapa, Malatji, Mofokeng, Mtsali, Shand., 1992:3). Further, Griffith (1998:17) and Wallace

and Winderman (1977:84) agree that INSET has proved to be operationally effective in increasing educator participation.

5.5.2.3 Stimulating SSEs to find out more about teaching obligations through INSET programmes

Figure 5.6: Teaching obligations

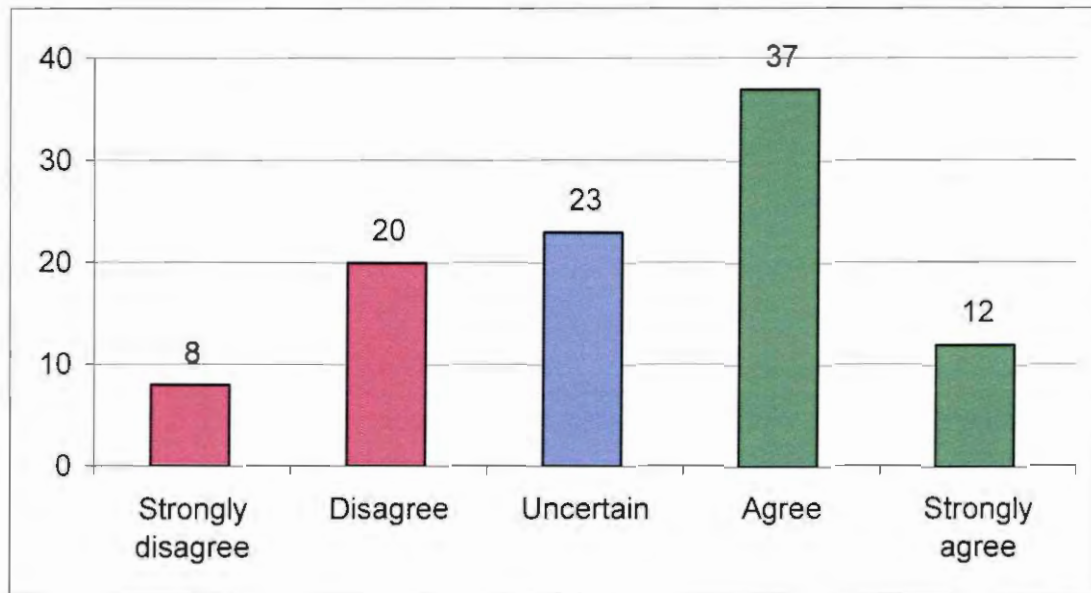


Figure 5.6 indicates that 28% of the respondents disagree that INSET stimulates them to find out more about teaching obligations, while 23% are uncertain. This is of concern because to them the INSET received does not have any impact. It is positive to note that 49% of the respondents, indicate that they are stimulated. However, SMGDS need to motivate educators through rewards, praise or any recognition to reach this objective (see 1.5.1), because literature indicates that many educators are involved in studying different teaching methods through distance education (Perkins, 1984; Costa, 1985; and Bagwandeem, 1999).

5.5.2.4 Provide SSEs with opportunities to interact with other SSEs teaching the same subjects at other schools

Figure 5.7: Interaction with others

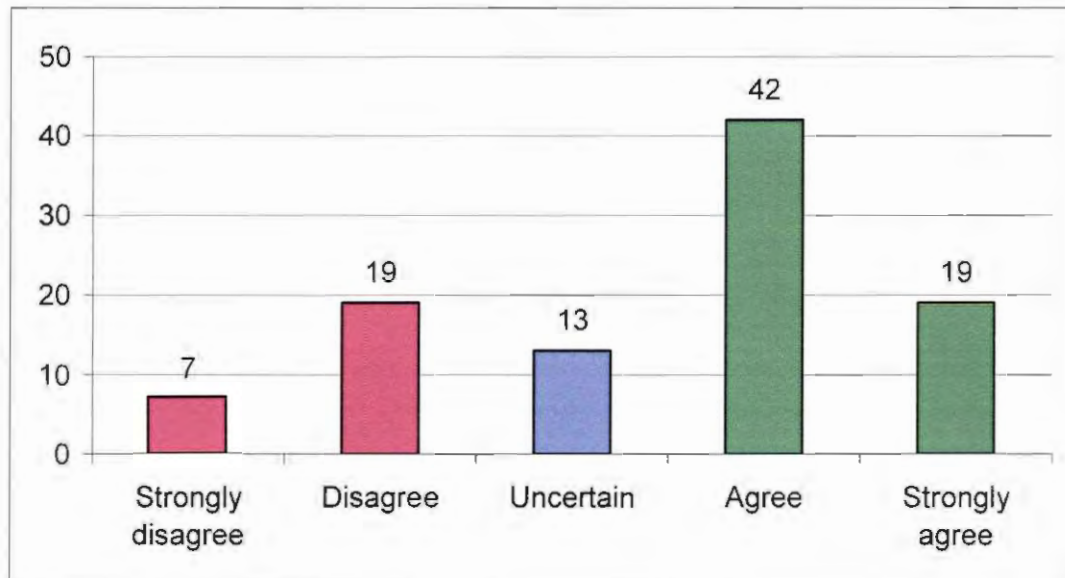
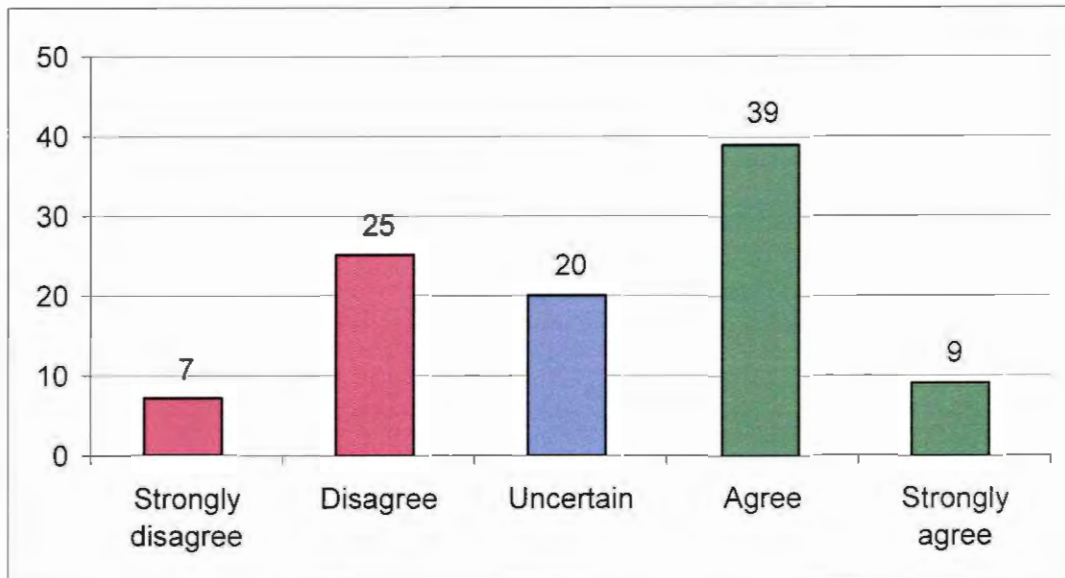


Figure 5.7 shows that 61% of the respondents agree that SMGDS provide them with opportunities to interact with other educators teaching the same subjects at other schools. The reason for this positive response could again be the fact that most secondary schools in Thabo Mofutsanyana District are based in Qwaqwa where the district office is situated and where travelling is easier.

However, 26% of the respondents indicate that they need opportunities to meet and share information with others. Furthermore, it is a concern that 13% are unaware of opportunities available in the district. SMGDS need to ensure that implementation processes of such programmes are evenly distributed through the district.

5.5.2.5 Training SSEs on how to use resources to attain objectives in class

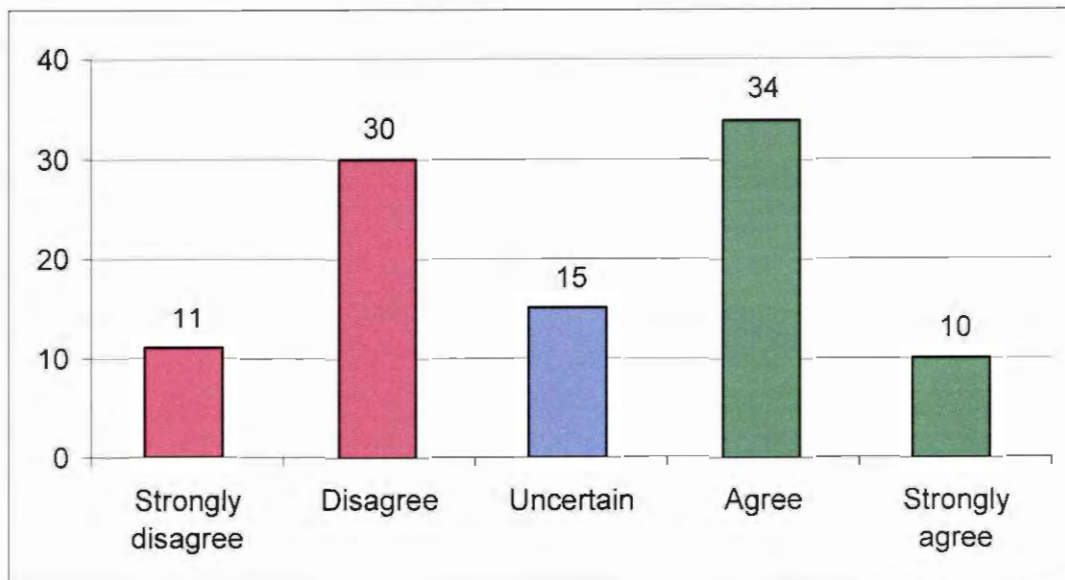
Figure 5.8: Training to use resources



Almost half of SSEs educators in the district, 48%, stated that they receive training on how to use resources to reach objectives in class, which means that, if this is implemented by SSE, learning could be improved. The fact that 20% of the educators are uncertain about the training they receive on using resources, is evidence of the fact that this aspect needs urgent attention. The LFs' help in this regard is urgently needed to improve the situation. A further disturbance is caused by the fact that about a third, 32%, of SSEs who do not receive this opportunity; indicate that teaching is abstract and theoretical.

5.5.2.6 Provision of information on how other SSEs in the district perform

Figure 5.9: Information on other educators' performance

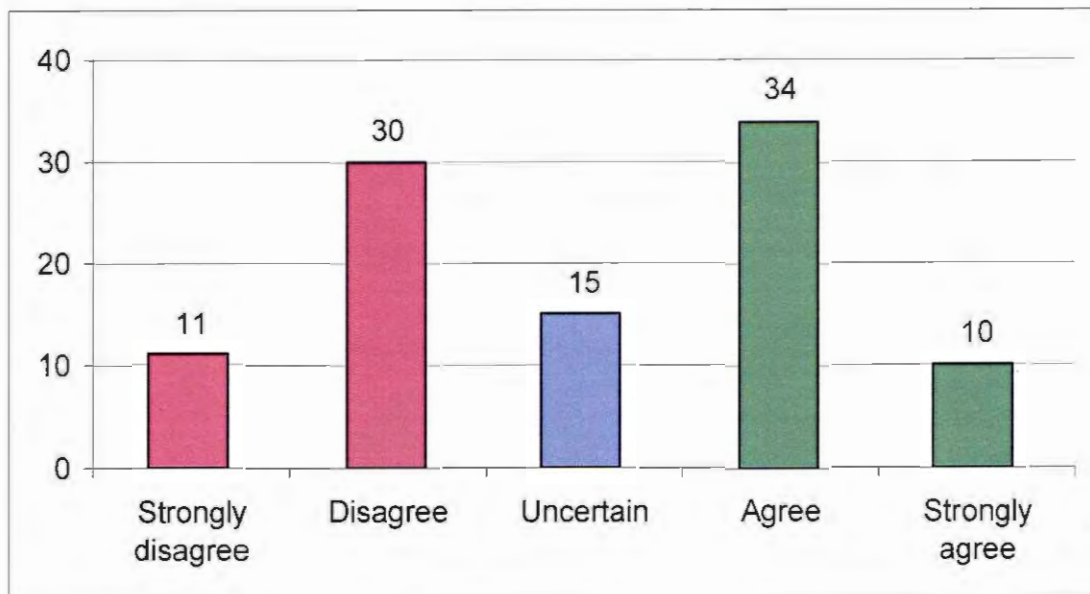


The analysis indicates that a very high number of educators, 41%, are not aware of how their colleagues in the district perform. This is somewhat strange, seeing that 44% of the respondents concede that there is some form of interaction among educators. Further research in this respect is necessary before any meaningful conclusions can be made.

Nevertheless, this also means that SMGDS must realize the importance of providing information regarding SSE' performance in the district to other SSE. The SMGDS need to provide this information to all secondary schools and should make sure that principals are actually communicating this to educators. There is also 15% of the educators who seem to be in the dark about the availability or non-availability of this information. Once more, this reflects poor communication between educators and SMGDS.

5.5.2.7 Provide SSEs with opportunities to choose the type of INSET programmes that they wish to attend

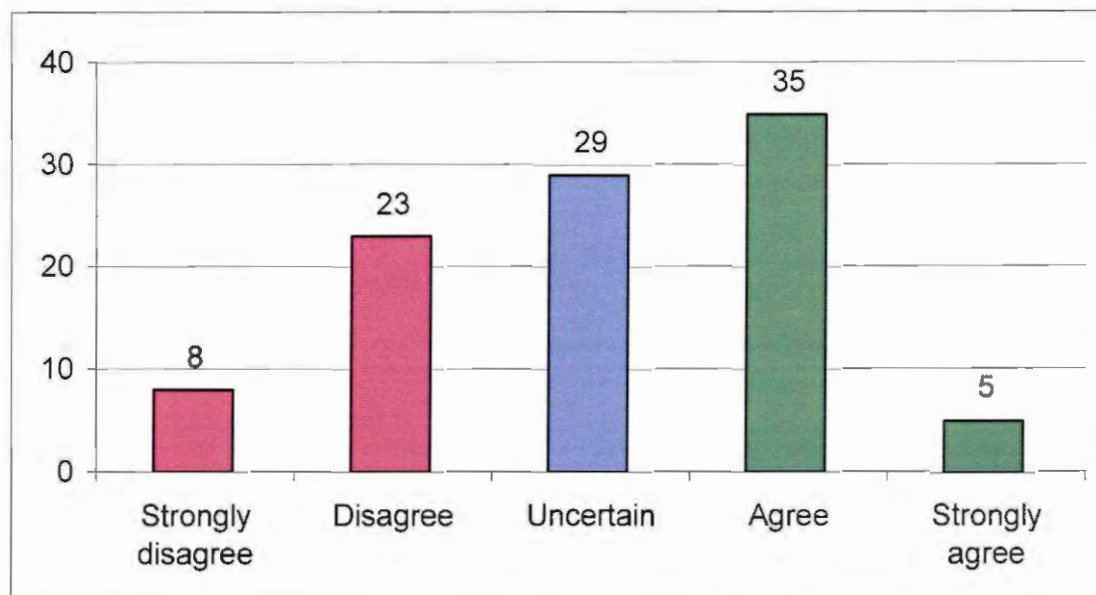
Figure 5.10: Opportunities to choose programmes



This variable indicates whether SSEs are given any choice about the types of INSET they prefer to follow. Whereas 41% SSEs suggest that they are not consulted with regard to the types of INSET programmes which are offered, 44% claimed that SMGDS provide them with opportunities to follow INSET programmes of their choice. The reason behind this might be the fact that educators with less than a REQV 13 qualification, are to be given study-leave and bursaries for attending INSET. This force SMGDS to prescribe particular types of INSET programmes to be followed. It is interesting that 15% of the participants in this research sample are not sure whether SMGDS provide them with opportunities to attend INSET programmes of their choice. This is a bad reflection on the part of SMGDS and, therefore, needs to be addressed as a matter of extreme urgency if INSET activities are to address the real needs of SSE.

5.5.2.8 Provide SSEs with opportunities to receive appropriate INSET to be regarded as experts in the subject that they teach

Figure 5.11: Opportunities to receive appropriate INSET

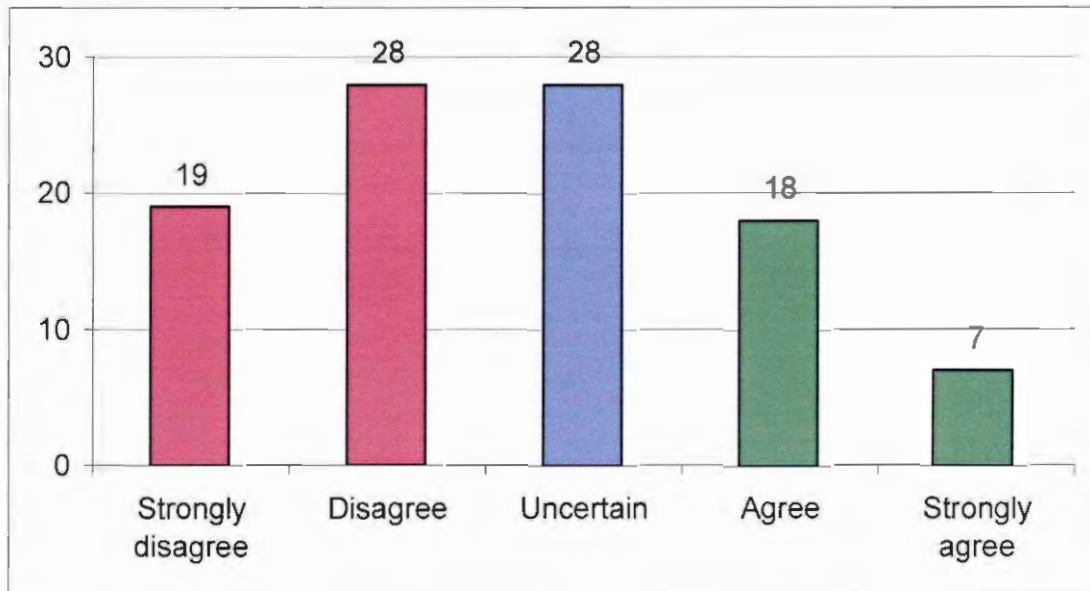


Roughly, a third of the surveyed educators, that is, 31%, feel that the quality of INSET programmes they receive does not make them experts in their fields of specialization. This is understandable because SMGDS are not experts in all subjects.

There are also 29% of them who were unsure about whether they receive appropriate INSET which promotes expertise in different subjects. This uncertainty needs to be attended through integrated INSET programmes with learning facilitators. About 40% of the educators indicate that they receive appropriate programmes to make them experts. The reason might be that the respondents were fortunate to receive training from LFs who specialized in their fields. Another reason could be that this category of educators has learnt certain competencies on their own by virtue of being self-directed learners.

5.5.2.9 Payment of expenses for participation in INSET programmes

Figure 5.12: Payment of expenses for participation



It is indicated in the above figure that 47% of the research participants maintain that SMGDS do not pay expenses incurred by educators participating in the INSET programmes. This is hardly surprising considering that SMGDS are not allocated a budget to provide INSET programmes, although it is expected of them to engage SSEs in INSET programmes.

28% of the respondents are not clear about who pays for INSET programmes facilitated by SMGDS. Strangely, 25% claim that SMGDS pay for expenses of INSET programmes being provided. There are two plausible explanations that the researcher can provide for this, namely:

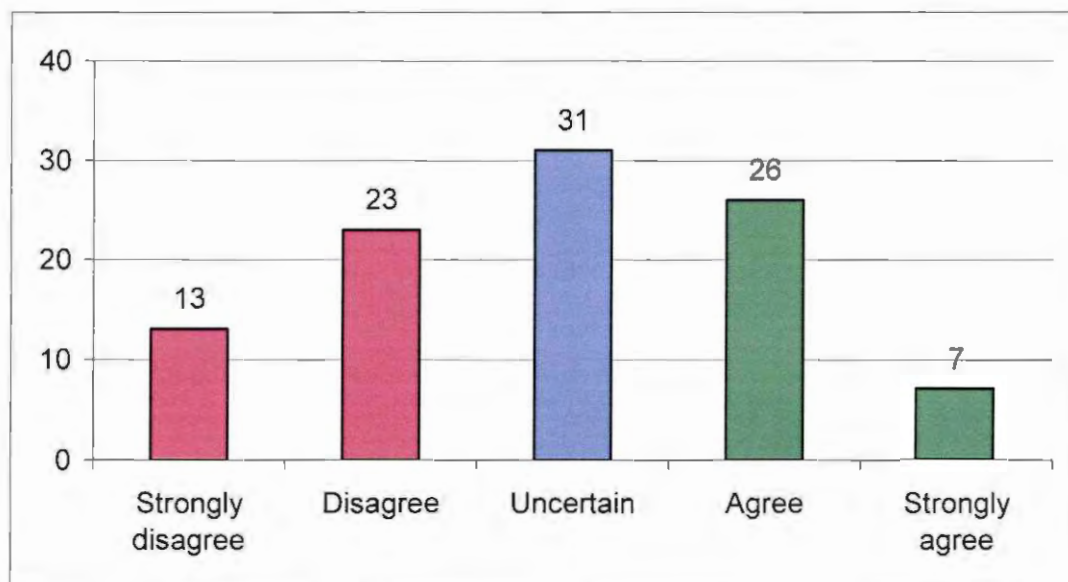
There could be school management teams who value INSET activities to the extent that they would be prepared to pay their educators' expenses. It is also possible that educators might wrongly believe that the expenses are paid for by the SMGDS.

It is possible for some SMGDS to secure sponsorships, which would enable them to organize INSET for SSE.

All the same, it makes sense to make a further scientific inquiry in this regard before concrete and helpful recommendations can be made. In addition, future research could include participants from other districts or even provinces.

5.5.2.10 The arrangement of INSET days in the school calendar

Figure 5.13: Arrangement of INSET days on school calendar



It was found that 36% of the participants believe that SMGDS are not in charge of arranging INSET days in the school calendar. Almost a similar number of respondents, 31%, are without a clue regarding this matter. 33% of the respondents agree that SMGDS arrange INSET days. Once more, this demands further research that can illuminate administrative policies on determining INSET dates. Otherwise, further discussion concerning this matter is outside the scope and the objectives of this research.

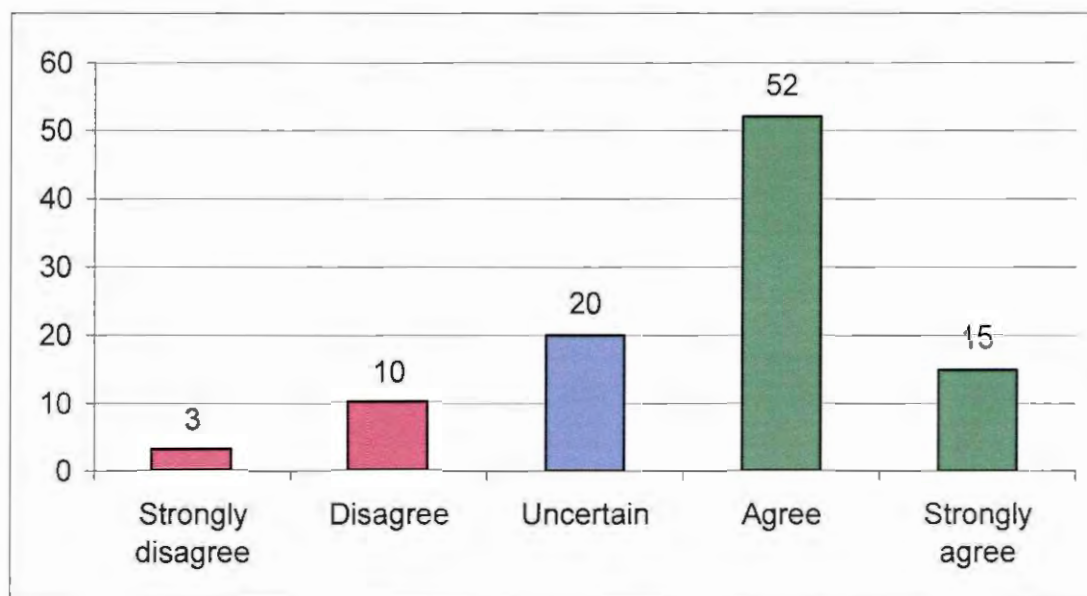
5.5.3 Assessment standards of the effectiveness of SSEs in improving teaching and learning

The following responses reflect the assessment standards of the effectiveness of educators in terms of improving teaching and learning. The items in the scale of 1-5 will be combined as follows:

- 1 and 2 will be combined to mean strongly disagree.
- 3 will remain uncertain, and
- 4 and 5 will be combined to mean strongly agree

5.5.3.1 SSEs engage learners in pre-assessment activities

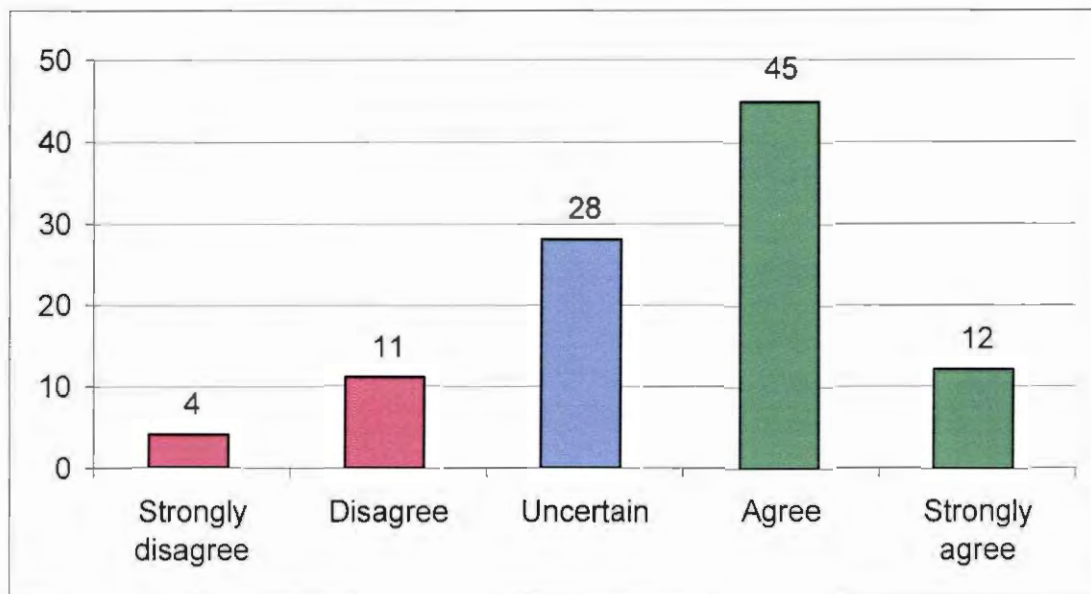
Figure 5.14: Engagement of learners in pre-assessment activities



A mere 13% of the respondents indicated that SSEs are not engaging learners in pre-assessment activities. The reason behind this might be that many SSEs rush to complete the syllabus. Another 20% of the surveyed educators were uncertain about whether they involve learners in pre-assessment activities. This group of respondents probably fall under the category of those educators who point to the fact that they did not get regular training. However, most respondents, 67% pointed out that SSEs engage learners in pre-assessment activities. This positive response shows that SMGDS insure implement the INSET.

5.5.3.2 SSEs are good at embedding ideas from in-service training (INSET days, coaching, courses, etc.) into classroom practice

Figure 5.15: Embedding ideas from in-service training



15% of the respondents disagree that educators use information acquired from INSET programmes and 28% are uncertain.

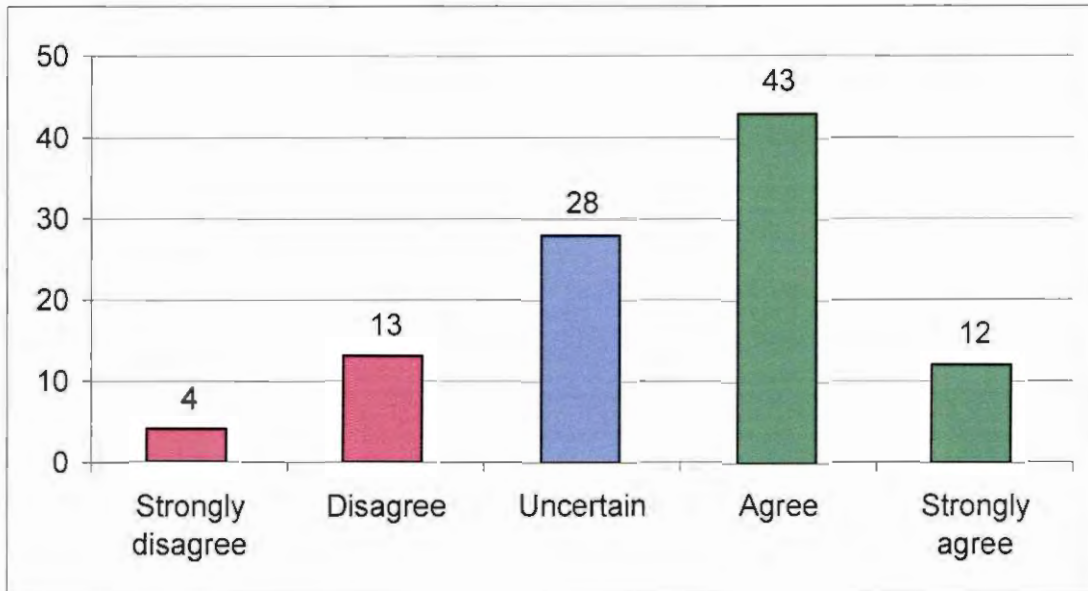
This finding is in agreement with Warwick (1975) as quoted by Bagwandeem and Louw (1993:64) about a serious problem of INSET implementation. Warwick () maintains that:

“In essence the mistake has been that of overlooking the central position a school occupy within any system of in-service education”.

More than half of the SSEs in the Thabo Mofutsanyana, 57%, agree that SSEs are good at implementing ideas learnt during INSET. This impressive response might be because of the implementation of INSET of the SSEs.

5.5.3.3 SSEs share good practice within departments effectively

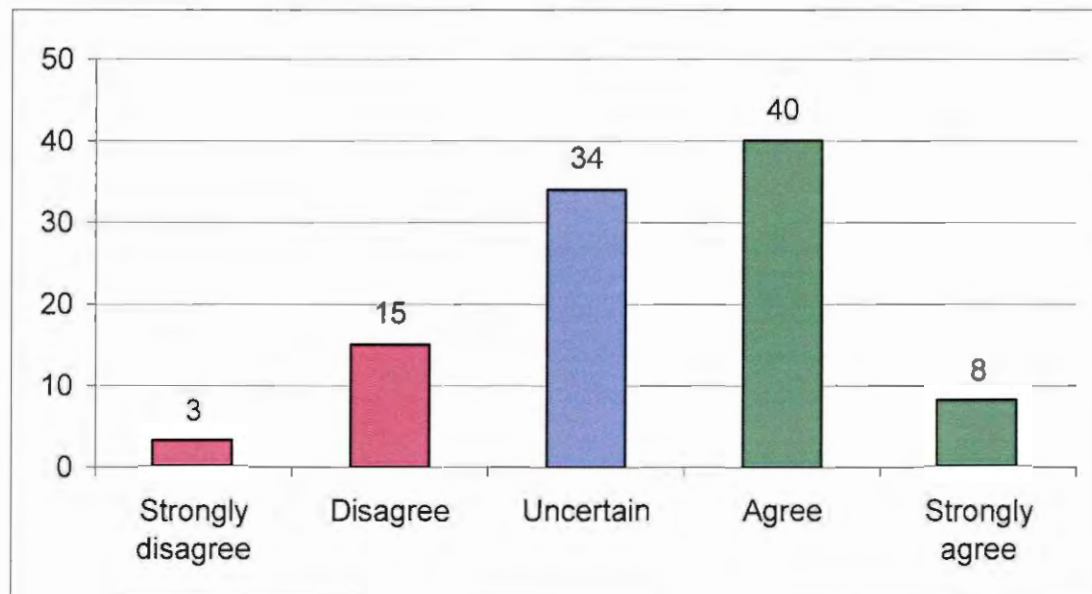
Figure 5.16: Sharing good practice within departments



The above figure indicates that 17% of the respondents disagree with the statement that SSEs share good practice within departments effectively. Furthermore, 28% are uncertain as to whether this practice exists. This becomes a challenge to SMGDS to collaborate with learning facilitators in monitoring and ensuring this practice. Another 55% claim that SSEs share a good practice within the department effectively.

5.5.3.4 SSEs share good practice between departments effectively

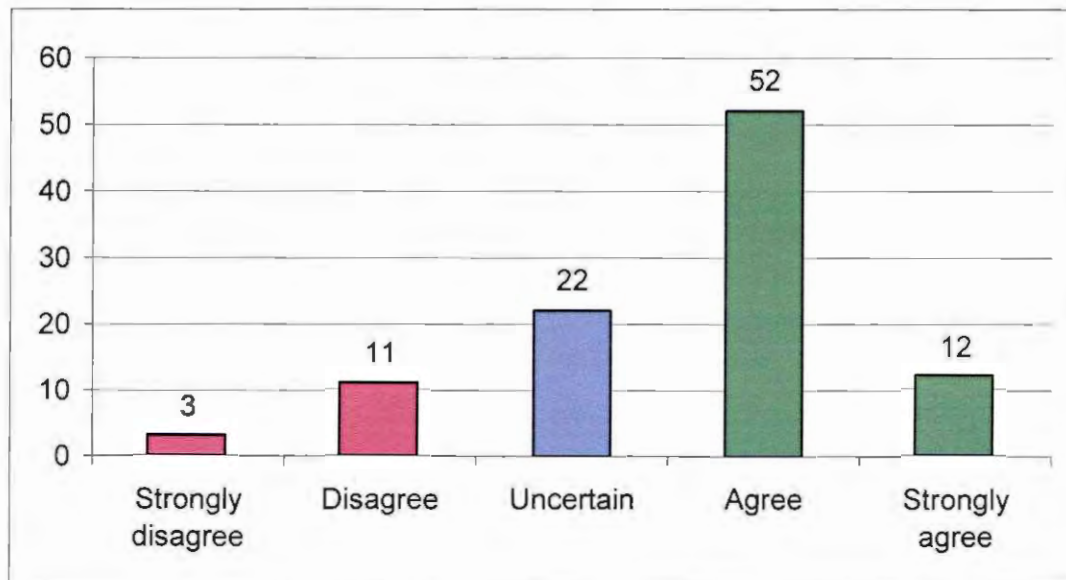
Figure 5.17: Sharing good practice between departments



It is shown above that 18% of the researched group disagree that SSEs share good practice between departments effectively. 34% were not sure about such practice being implemented. This is an indication that workshops for educators on the advantages of working together as departments should be encouraged. There were also 48% suggesting that this practice exists at their schools.

5.5.3.5 SSEs' guidelines for sound marking and reporting systems

Figure 5.18: Sound marking and reporting systems

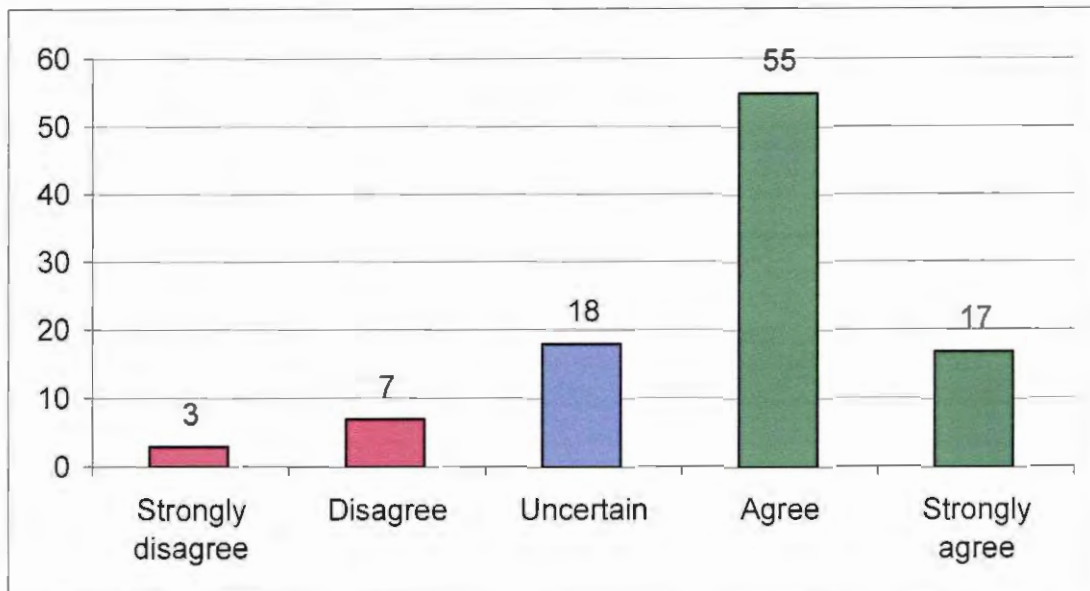


On this matter, 64% consented to the fact that SSEs apply sound marking and reporting systems, whereas 22% were uncertain about the existence of such system at certain schools. This high percentage of uncertainty shows the seriousness of assigning marks because marks should reflect as nearly as possible the mastering of content. Assigning learners' grades or marks can have significant implications for them as it provides them, as well their parents, with information regarding the educators' assessment. Marks are used for promotion, for awarding membership to a certain organization or group and for reporting to employers and universities.

Educators must be skilled in providing feedback to learners as it serves to reinforce correct or appropriate responses and also to correct incorrect or inappropriate learner responses (*cf.* 4.2.10.6).

5.5.3.6 SSEs introduce the lesson (state of objective, review the lesson or create an instructional set) to their learners

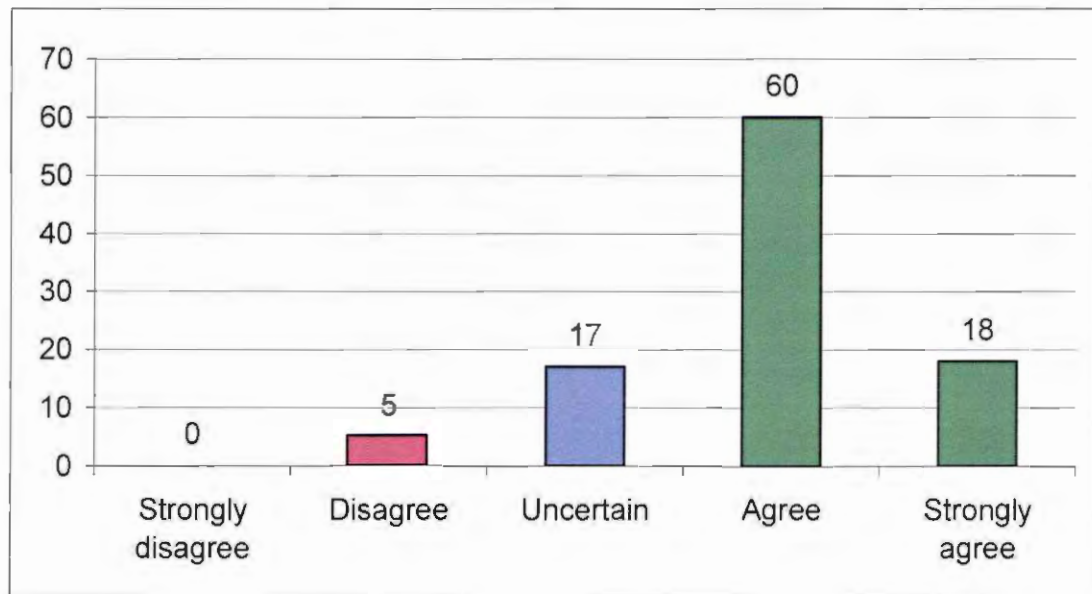
Figure 5.19: SSEs introduce the lesson to their learners



Only one tenth, 10%, of the sample disagreed that SSEs use effective lesson introductions. Another 18% were doubtful about their responses, while the vast majority, 72%, agreed that SSEs introduce the lesson to their learners.

5.5.3.7 SSEs engage their learners in formative and summative assessment standards

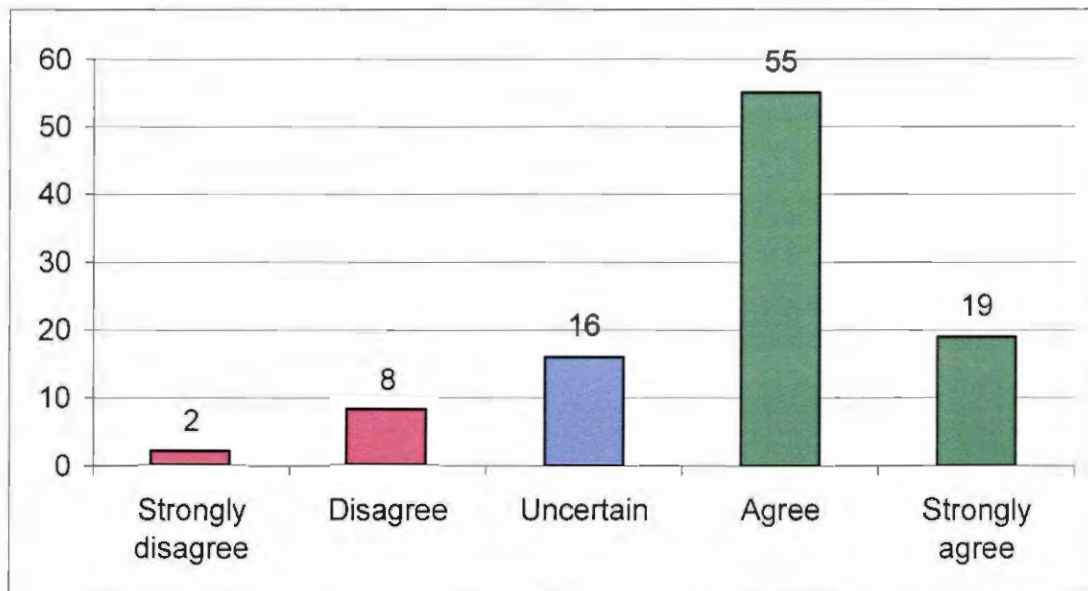
Figure 5.20: Engagement of learners in formative and summative assessment standards



Only 5% of the respondents disagree that educators engage learners in formative and summative assessment standards. There are 17% of the respondents who are uncertain and 78% who agree that this effective teaching behaviour is being practised.

5.5.3.8 SSEs inform learners about the factors that will be evaluated in scoring

Figure 5.21: Inform learners about the factors that will be evaluated in scoring



Only 10% percent of respondents disagree that SSEs inform learners about which factors will be evaluated in scoring. 16% of them are uncertain and 74% strongly agree that this practice does exist. Because of the seriousness of assessment standards, Oliva (1989:351) outlines a few basic principles of marking:

- Marks should reflect as nearly as possible mastery of content.
- Multiple sources of evidence should be used to determine a mark.
- The meaning of each symbol should be defined in behavioural terms and communicated to learners and parents.
- Symbols for marking and reporting conduct, attitude, personal habits and other effective outcomes should be different from the symbol for reporting achievement in the cognitive and psychomotor domains.

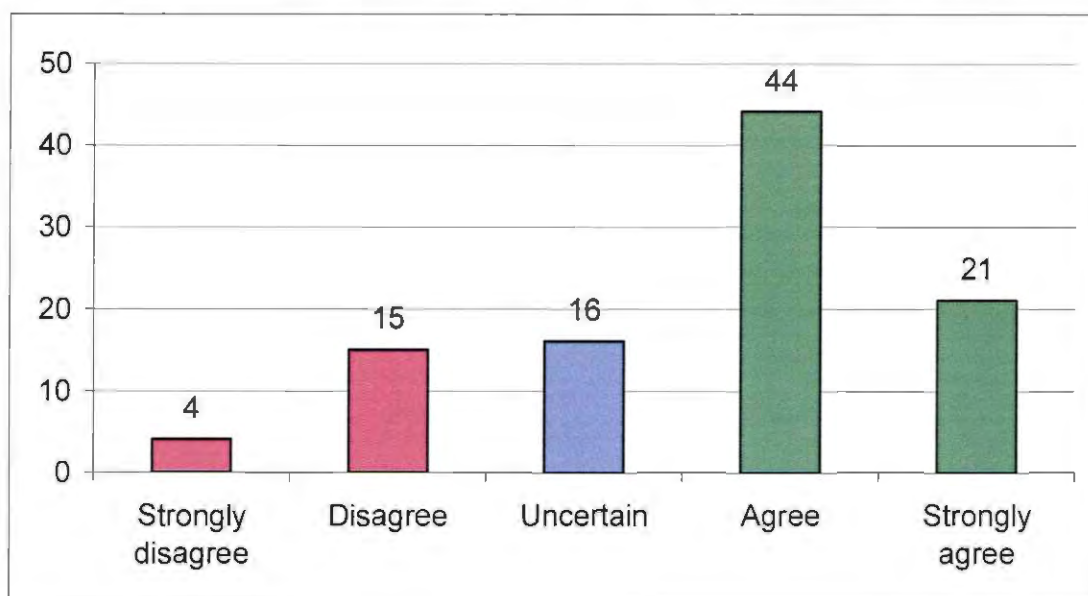
Whatever measures educators can take to reduce the threatening nature of marks should be taken. These factors are referred to as assessment

standards and they are used by educators to award grades or marks to learners during assessment. For example, for a learner to receive a grade A or 95%, he/she will first of all have to meet all the outlined indicators. For example, in one of the assessment activities given to learners whereby indicators were outlined in a natural science activity, the assessment standards were:

- A cross-section flower model that is well-done
- Structure of the flower that is correct
- The parts that are labelled correctly (4.2.10.9)

5.5.3.9 SSEs hold meetings with other SSEs who teach the same subject (learning area)

Figure 5.22: Meetings with other SSEs who teach the same subject

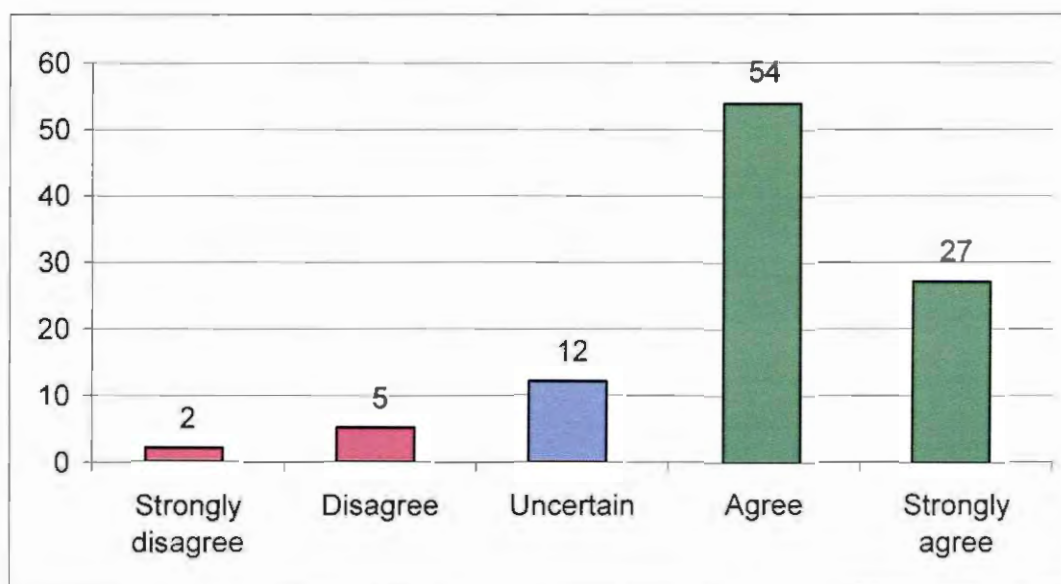


It is indicated that 19%, cumulative percent of SSEs disagree with the statement that educators, teaching the same subject, hold meetings. Moreover, 16% of the respondents are uncertain and 65% hold meetings to discuss problems pertaining to their subject. The majority of educators in Thabo Mofutsanyana district seem to be engaged in this practice which is an

indication that when SSEs from different schools regularly meet key common INSET needs are identified.

5.5.3.10 Classroom activities that are likely to engage learners in the process of learning

Figure 5.23: Classroom activities that are likely to engage learners in the process of learning



About 12% of SSEs are uncertain in this regard. An overwhelming 81 % believe classroom activities are likely to engage learners in the process of learning. This is supported by the summary below:

A pervasive staff development system serves the needs of individuals, schools and districts and is nourishing the professional growth of educators in the system by directly addressing the teaching of learners.

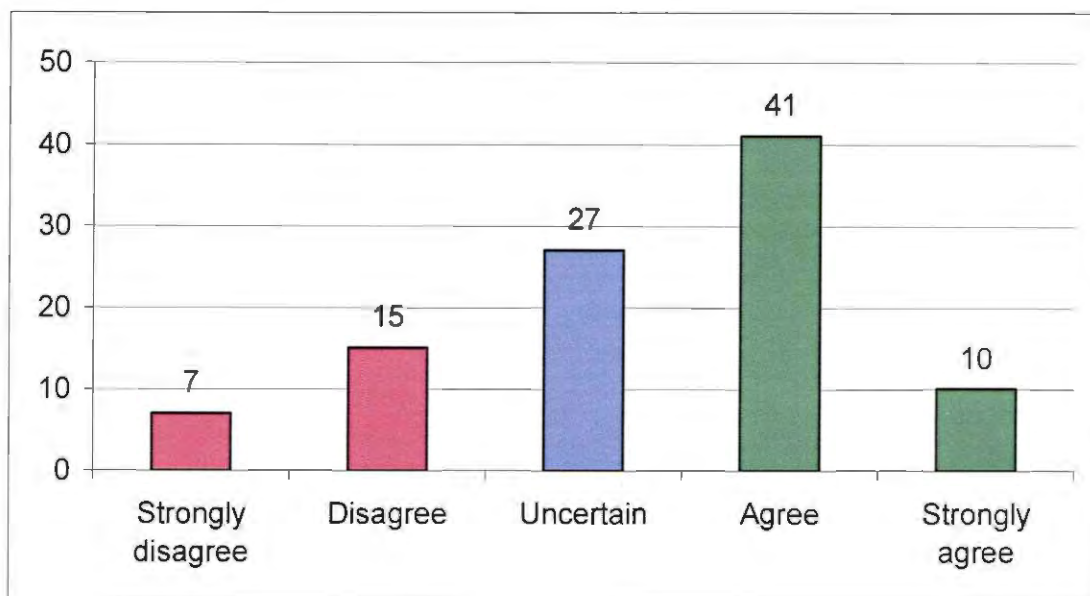
5.5.4 A teaching and learning programme to be used by Thabo Mofutsanyana District SSEs for learner achievement

The following responses reflect the need for a teaching and learning programme to be used by Thabo Mofutsanyana SSEs for learner achievement. The items in the scale of 1-5 will be combined as follows:

- 1 and 2 will be combined to mean strongly disagree;
- 3 will remain uncertain; and
- 4 and 5 will be combined to mean strongly agree.

5.5.4.1 SMGDS are engaged in monitoring the quality of teaching at schools

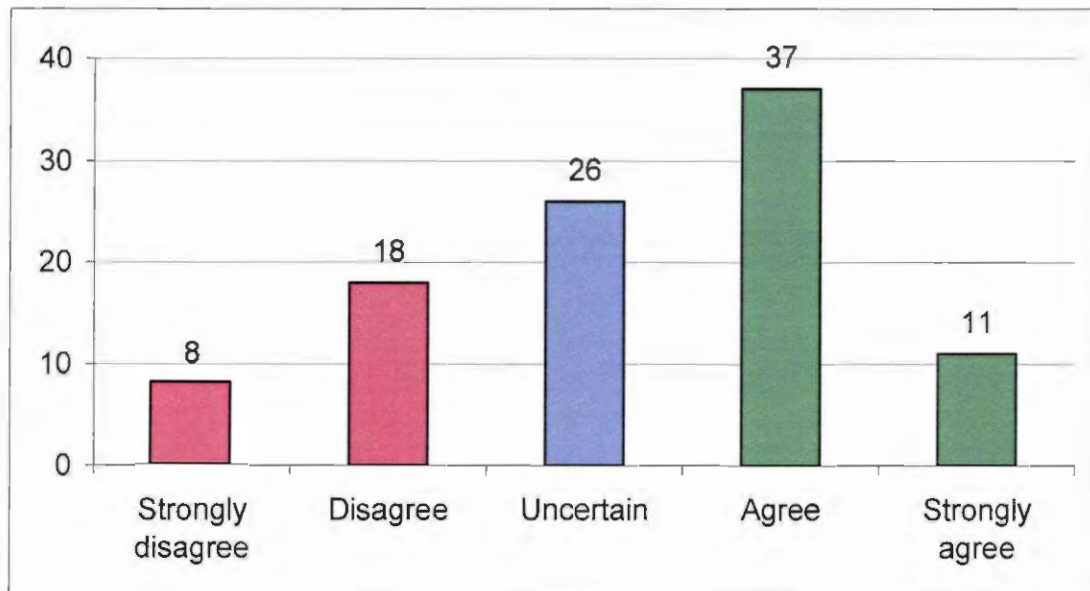
Figure 5.24: SMGDS are engaged in monitoring the quality of teaching at schools



About 22% of the respondents disagree with the statement that SMGDS are engaged in monitoring the quality of teaching at schools. The additional implication is that schools, which are based furthest from SMGDS' place of abode, this should be corrected by a committed SMGDS who has to go to all schools assigned to him/her. Furthermore, 27% are uncertain whether this occurs. This uncertainty might be an indication that if monitoring occurs, it is only done in certain departments and not for the entire school staff. However, 51% agree that SMGDS are engaged in the monitoring of the quality of teaching at schools. This is supported by Cuban (1984), Prew & Mnisi (1999: 7-8) quotes them postulating that the role of the district staff is more educational and more focused on instructional leadership in many countries.

5.5.4.2 SMGDS are engaged in coaching SSEs on drawing up school development plans

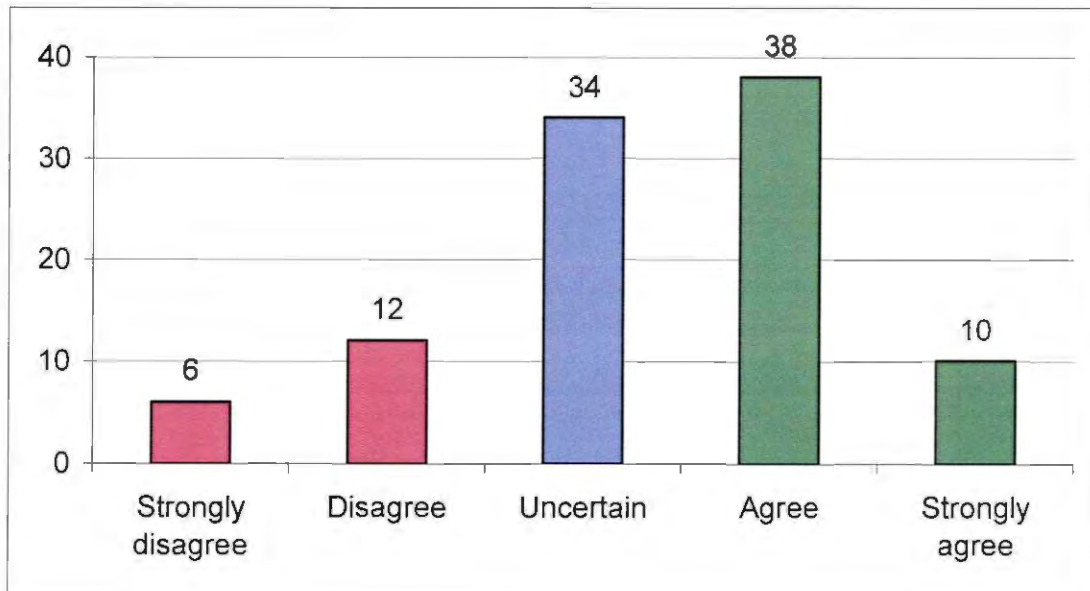
Figure 5.25: SMGDS are engaged in coaching SSEs on drawing up school development plans



The indication in the above is that 26% of the research sample disagree with the statement that SMGDS are engaged in coaching SSEs on drawing up school development plans. 26% of the respondents are uncertain about engagement of SMGDS to consider the type of INSET they provide and 48% of SSEs agree that SMGDS are engaged in coaching SSEs on drawing up school development plans. Recent school improvement programmes, based on effective schools research, found these factors to be relevant to successful implementation. For school improvement programmes to be successful, district officials (SMGDS) need to coach and encourage the staff of each school to develop plans based on the analysis by staff members of their schools' problems (Quinsly, 1985).

5.5.4.3 SMGDS are aware of the impact by school development plans in improving learner achievement

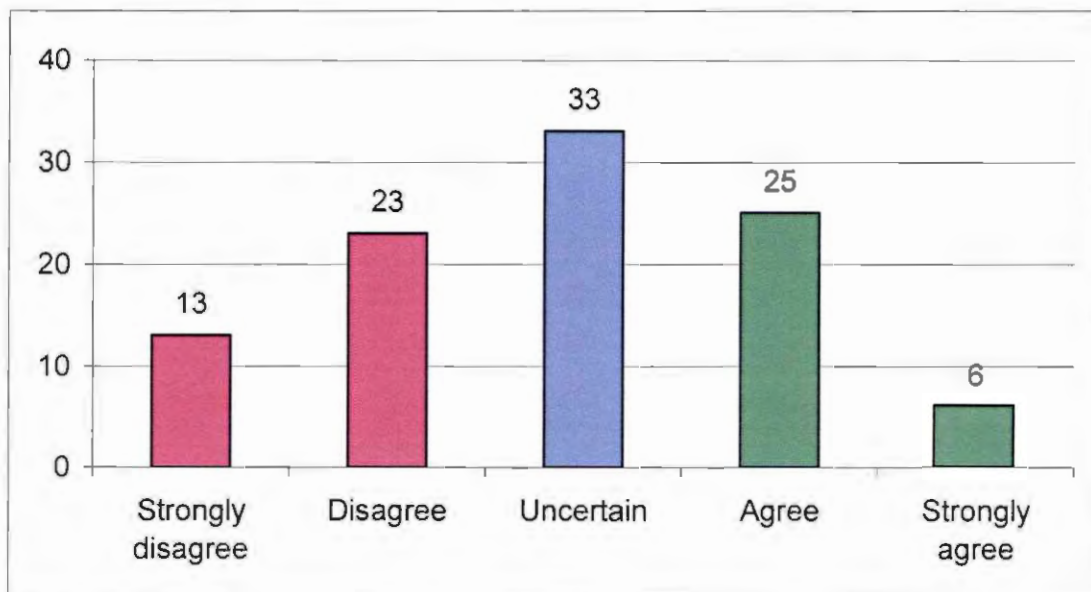
Figure 5.26: SMGDS are aware of the impact by school development plans in improving learner achievement



A cumulative percentage of the respondents, 18%, believe that SMGDS are not aware of the impact made by SDPS in improving learner achievement. About 34% are uncertain. This is an indication that SMGDS need to have regular INSET meetings where SSEs are encouraged to review analysis and to make informed decisions. There are also 48% of SSEs who agree that SMGDS are aware of the impact. This group is probably the one which is regularly receiving informed feedback from the SMGDS.

5.5.4.4 SSEs are involved in designing learning programmes for the district

Figure 5.27: Involvement in designing district learning programmes

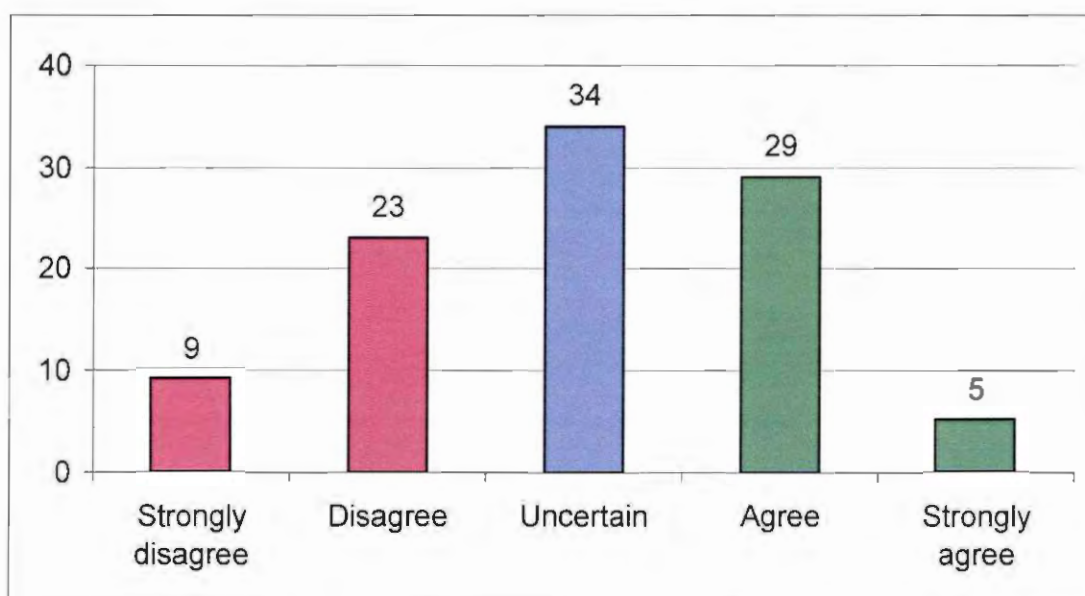


It was found that 36% of SSEs believe that educators are not involved in designing learning programmes for the district. Furthermore, 33% are uncertain while 31% agree that SSEs are involved. This is an indication that very few SSEs are involved in designing INSET activities. The NCFE (1997:150) support SSEs involvement in terms of the following statement:

“...effective INSET programmes should enable an ongoing social learning processes so that they can learn concepts, knowledge, attitudes and skills which are relevant to the context.”

5.5.4.5 SMGDS provide SSEs with skills needed to follow a systematic approach to instructional design

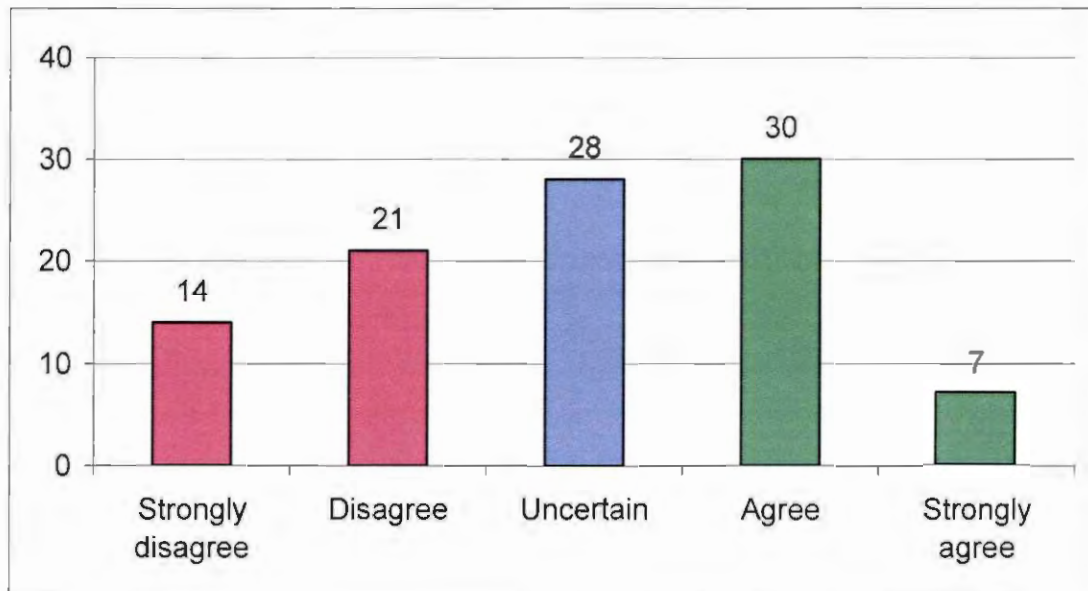
Figure 5.28: Skills needed to follow a systematic approach to instructional design



An analysis of the above figure indicates that 32% of the respondents disagree with the statement that SMGDS provide SSEs with skills following a systematic approach to instructional design. Another 34% are uncertain while 34% agree that SSEs are obtained skills. It is surprising that only a small percentage of SSEs are provided with teaching skills while SMGDS are exposed to a number of INSET programmes by the Free State Education Department. This is a clear indication that SMGDS need to be further exposed to INSET that focuses on facilitation skills. Bagwandeem and Louw (1993:128-140), in support of the statement under discussion, recommends that INSET should not be a reaction to an educational predicament but should be developed in a systematic and structured manner.

5.5.4.6 SSEs' needs are considered when school development plans are drawn up

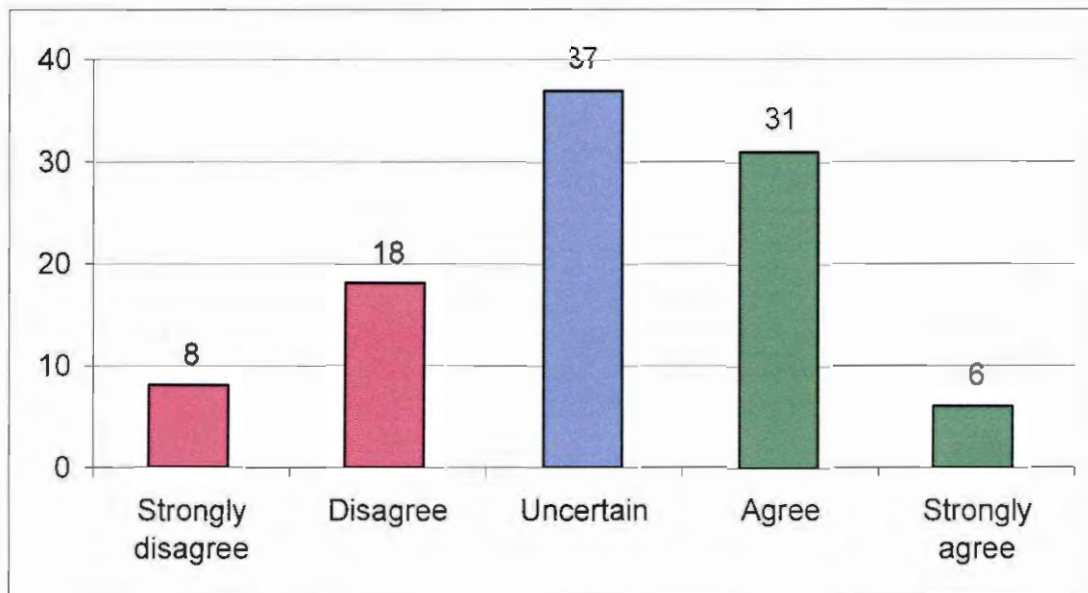
Figure 5.29: Educators' needs are considered when school development plans are drawn



Among the respondents, 35% believe that educators' needs are not considered when school development plans are drawn up. 28% are uncertain whether consultation is even done. The above percentage clearly indicates that SSEs are rarely consulted in terms of organizing INSET programmes. There are 37% of responses indicating that consultation is done through workshops or sessions. This is probably in circuits where SMGDS were exposed to facilitation skills programmes.

5.5.4.7 SMGDS act as change agents for curriculum improvement

Figure 5.30: SMGDS act as change agents for curriculum improvement

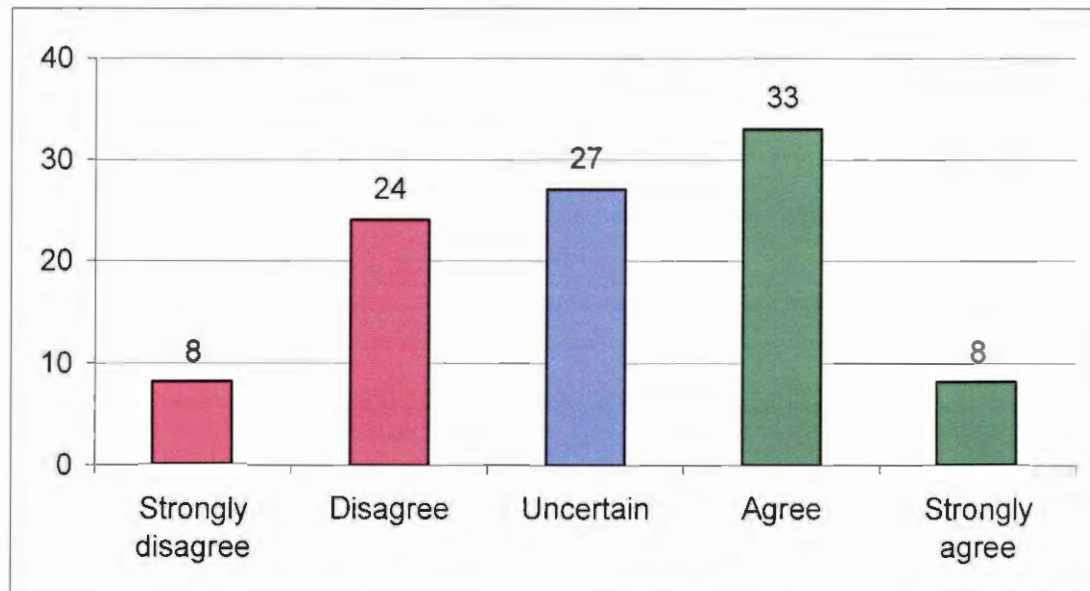


There are 26% of the respondents of the sample, maintaining that SMGDS are not change agents for curriculum improvement. Furthermore, 37% of the respondents are uncertain about SMGDS as change agents. The reason behind such a high percentage which disagree and are uncertain, is probably because SMGDS are general curriculum leaders while learning facilitators are more specific to their subjects of specialization. There are also 37% of the respondents who agree with the statement and they probably fall in the category where SMGDS are nearer to their school or involved in subjects with which they feel comfortable.

Huberman and Miles (1984), Fulian (1991) and Mphahlele (1999) are quoted by Prew (1999:8), as they support the statement that SMGDS are to act as change agents.

5.5.4.8 SMGDS assist SSEs to be trained to plan, implement and evaluate programmes

Figure 5.31: SMGDS assist SSEs to be trained to plan, implement and evaluate programmes



About 32% of the educators disagree with the statement that SMGDS assist educators to be trained to plan, implement and evaluate programmes. 27% of the respondents are uncertain and 41% agree that SMGDS assist SSE. Combining responses of those who disagree and those who are uncertain, the percentage increases, which indicates that many SSEs are not assisted to be trained to plan, implement and evaluate programmes. The 41% who receive assistance indicate that INSET activities do exist.

5.5.4.9 SMGDS coordinate efforts of all groups and individuals working on curriculum problems

Figure 5.32: SMGDS coordinate efforts of all groups and individuals working on curriculum problems

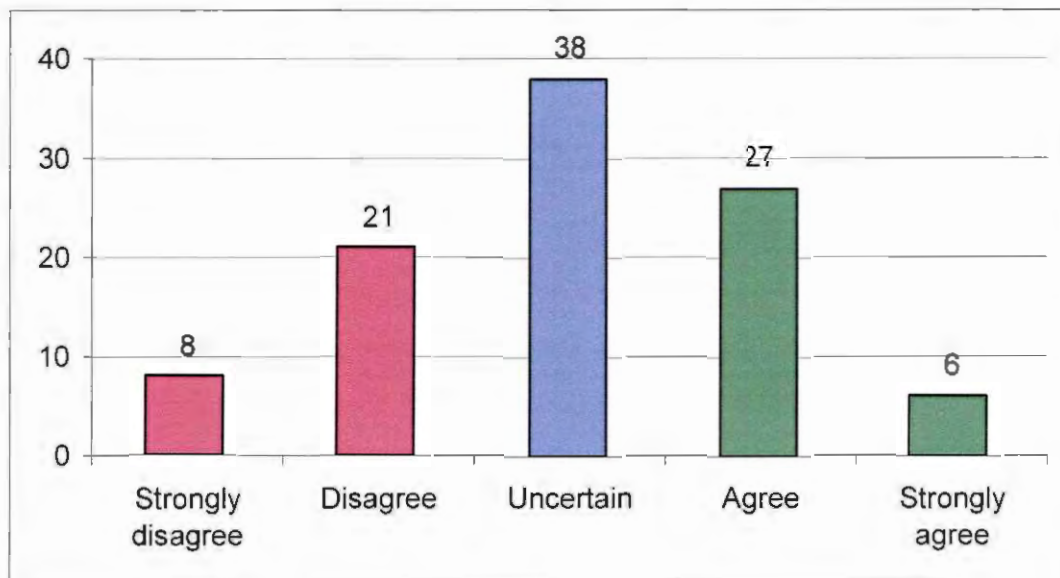


Figure 5.32 indicates that 29% of the respondents disagree with such practice being implemented at their schools. Furthermore, 38% are uncertain. Only 33% agree with the existence of such a programme in the district. A combination of those who disagree with the statement and those who are uncertain increases the percentage for lack of coordination by SMGDS in the district. The 33% of the respondents who believe that SMGDS do this coordination are a further indication that the district needs to empower and monitor implementation at all schools in the district. For INSET policy in school districts, the important message is that the curriculum can make a difference and that some that have been engineered and have implemented what they have learned in INSET have made a large difference to learners.

5.6 CONCLUSION

The best way to help SSEs change outdated teaching practices and learn new strategies in teaching and learning so as to function more productively in their educational duties is through INSET provision activities. In short, the subject

specific INSET activities should be done by LFs while on the other hand the generic issues can be dealt with by SMGDs. It is imperative that an INSET provision development initiative by the Thabo Mofutsanyana Education District of the Free State province should be viewed as essential. Effective INSET provision for educators is necessary in order to improve the quality of teaching and learning at schools. The intervention of the SMGDS cannot be over-emphasized for the provision of INSET programmes for educators, as educators are waiting with great expectations to improve learner achievement.

In chapter 6 the researcher will present a proposed model that can be used by Thabo Mofutsanyana SMGDS for the provision of INSET to SSEs.

CHAPTER SIX

A PROPOSED MODEL FOR THE PROVISION OF INSET TO SSEs

6.1 INTRODUCTION

The analysis of the data collected in chapter five and the background of the literature study in Chapters Two, Three and Four led to the conclusion that INSET provision by SMGDS is a serious concern among SSEs during this time of streamlining of curriculum 2005. In an attempt to address this problem of inadequacy of skills among SSEs, the Free State Department of Education (FSDE) has launched a comprehensive number of programmes including policy and legislation. However, there is no sustainable evidence of these initiatives being successful in decreasing the number of under and unqualified SSEs. It is therefore necessary to suggest a model as solution that could be used by SMGDS in the TMED to provide INSET to SSEs (*cf.* 1.3). The proposed model for INSET provision in the TMED intends to provide SMGDS with a usable tool to evaluate the effectiveness of SSEs in improving teaching and learning. In this chapter, the focus turns to the second research question posed in chapter 1 of this study:

How can SMGDS as INSET providers improve the competence of SSEs through increased knowledge and skills? Whereas the response to this question could be a simple answer, this chapter presents a model and a monitoring tool that could be seen as a solution to the problem of a lack of knowledge and skills among SSEs. The researcher's model is adopted from Oliva (1993:358) by taking both the literature study and the empirical research into account as indicated in several cross references. The data of the empirical research in Chapter Five have also made it profoundly obvious that solutions are necessary to facilitate the provision of INSET for SSEs in TMED. The Chapter sets out to propose a model and a tool for use by SMGDS and

SSEs in TMED. It is essential to give an exposition of the nature and scope of the concept 'model'.

6.2 THE NATURE AND SCOPE OF THE CONCEPT MODEL

Confusion often surrounds the meaning of the concept 'model'. In some cases, the concept is used synonymously with the concept 'theory', although the two are conceptually different (Fourie, 2000:249). In brief, it may be argued that theory is judged by its truthfulness in portraying reality, while a model is judged by its usefulness in explaining reality (Mouton & Marais, 1990:142).

6.2.1 Definition of the term "model"

Nadler (1989:140) describes a model as a representation of reality so that sense can be made out of the world around us. Mouton and Marais (1990:140) postulate that a model does not pretend to be more than a partial representation of a given phenomenon, but rather presents in broad outline the phenomenon of which it is a model. The two authors also point out that the value of a model is its ability to draw attention to specific themes, providing such a model with strong guiding functions. Mouton and Marais (1990:143) furthermore state that a model attempts to represent the dynamics of a phenomenon in that it provides a simplified indication of relations between the main elements in a process. In this way, it becomes a mode of representation within which not all features correspond to some characteristics of its subject matter, but attention is drawn to specific themes, relations and dimensions (Fourie, 2000:250).

Models can be regarded as contractions aiding research. They visualize concepts which are complex and difficult to understand by reducing them to interdependent units (Jonker, 1994:208).

Mouton and Marais (1990:144) advocate that most models have certain characteristics:

- Models identify central problems or questions regarding the phenomenon to be investigated.
- Models limit, isolate, simplify and systematize the domain of research.
- Models provide a new language within which the phenomenon can be discussed.

Nadler (1989:5) emphasizes that a model is valuable in so far as it improves understanding or helps the user to understand what is essentially a complicated process. Jansen and Steinberg (1991:9) warn that models highlight certain aspects of a complex process and offer a simplistic representation of the aspects covered. It should therefore be noted that models are in general accentuating aspects so as to serve a particular purpose. Although models are only representations and should not be confused with reality, models have specific benefits for the user. These benefits or advantages will now be presented.

6.2.2 Advantages of models

The following advantages of the use of models should be considered by researchers (Nadler, 1985:5):

- Research results can be presented in text form within a specific framework.
- The meaningfulness of the research results can be presented and evaluated within a specific framework.
- The problem that has been researched can be presented in a reduced and summarized form.
- The gap between the theory and the empirical research can be closed.
- What is known through research and observation can be integrated.
- Observation can be guided.

The model proposed in this chapter aims specifically at presenting the problem that has been investigated in reduced format, while at the same time closing the gap between the theory exposed in chapter Two, Three and Four (literature study) and the empirical research discussed in chapter Five.

Although a sound model can help the user to understand what essentially looks like a complicated process, models also have limitations or disadvantages. These will now be discussed.

6.2.3 Disadvantages of models

The following disadvantages of the use of models should be considered by researchers (Nadler, 1989:6-7):

- Models can only represent reality and should thus not be confused with reality.
- In reducing a complex process to a one dimensional representation, information can be lost.
- The utility of models depends on the user's own understanding of reality.
- Feedback in an open model is not automatic.

These disadvantages are noted by the researcher in the sense that this study does not advocate the proposed model as the only possible solution. It is merely offering one possibility of advancing the role function of SMGDS as providers of INSET to SSEs; in the TMED). Now that both possible advantages of using models have been addressed, the attention needs to turn to actually developing a model.

6.2.4 Developing a model

There are various ways in which to build a model. Vermaak (1999:210) identifies the following steps in the development of a model:

Identify the problem

Make assumptions through identifying and classifying variables and through determining the interdependence of variables and sub models.

Design the model

Verify the model by ensuring that the model that addresses the problem is meaningful and can be applied in practice.

Implement the model

Maintain the model

Because a model focuses on a certain aspect of reality, a variation of models can be applicable in building one specific model (Vermaak, 1999:208). Nadler (1989:5) identifies a number of questions that should be considered in the choice of a model, namely:

- What is the purpose?
- Does the model indicate what to look for?
- For what kind of learning is it appropriate?
- Does it help the user to anticipate what he/she will find?
- Does it provide alternatives?

The design of a model will thus depend on the application value of that specific model. The question that needs to be asked at this point is: What type of model would suit this research best? Literature indicates (Nadler 1994:7) that two models of INSET exist which will be unpacked and fully discussed in the next heading.

6.2.5 Open and closed models

According to Nadler and Nadler (1994:8), models can be classified as either open or closed. They indicate that each type is based on a different theory or philosophy applicable to particular task.

An open model assumes that external factors can affect the design process. In creating an open model, the model builder is accepting the fact that some external forces may be beyond the scope of the model, but that such factors must be considered in the design process (Nadler & Nadler, 1994:).

An open model is a work theory which guides the designer with possible options and possible outcomes. This model is descriptive and endeavours to describe what will happen if the model is used. It tends to be a verbal model, whereas a closed model tends to be mathematical.

The major problem with some open models is that feedback during the design process is automatic. On the contrary, the closed model assumes that every input in the design procedure is identifiable and controllable and all variables are inclusive. The closed model is predictive because its interactions are meant to be used exactly as designed. This means that the designer has limited options (Nadler, 1994:8).

The contrast between open and closed models is illustrated in Table 6.1.

Table 6.1: Open and closed models (Nadler& Nadler, 1994:8)

Open	Closed
Outside factors cannot be identified	All factors can be identified or accounted for in the model
A working hypothesis	Outcomes predetermined
Descriptive	Predictive
Verbal	Mathematical

Having outlined the contrast between open and closed models, it is critical that INSET models that could assist the researcher in developing a model for INSET in the TMED be identified and discussed.

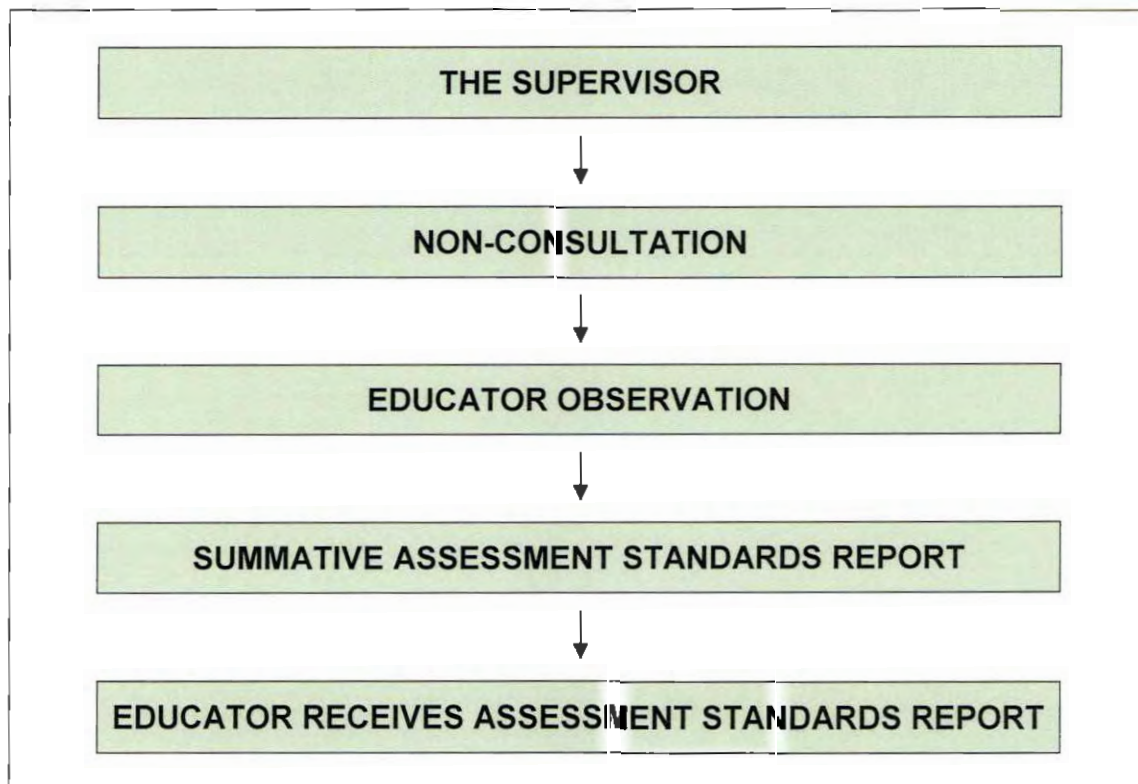
6.2.6 Different types of models

The researcher decided to consider five different models regarding their applicability to a possible model that could be used to improve educator performance for learner achievement: the traditional, peer, clinical, developmental and in-service education models. The models will be defined, illustrated and fully explained. Following what we learn from the above discussed models, the researcher would be in a position to design a proposed model to be used by School Management Developers as in-service education and training providers to SSE.

6.2.6.1 A: The Traditional Supervision Model

McGreal (1983) as quoted by Atkinson *et al.* (1992:68) refers to this model as "common law" supervision model and describes traditional supervision as a situation where there is high supervisor - low educator involvement. In this model, Educators remain passive while supervisors actively do something for or to them. However, this model is regarded as open because human behaviour cannot be pre-determined. The aim of the model is to improve the educator's skills in teaching.

Figure 6.1: The Traditional Supervision Model (McGreal: 1983)



The typical process in traditional supervision includes the following steps:

- The supervisor, without input from the educator, decides when he/she will do the required number of classroom observations (usually one or two) and then do them.
- During the observations, the supervisor collects data using a prescribed instrument which usually reflects a list of standardized criteria that disregard any contextual conditions that might exist.
- Following the final observation, the supervisor completes a summative assessment standards and presents his/her rating to the educator (McGreal, 1983 : 17).

Given the fact that the traditional model of supervision has been the most prevalent at most secondary schools which is typically used for all Educators, it is hardly surprising that supervision has a bad reputation. Educators resent the “watchdog” mentality of the traditional approach, as well as its heavy emphasis on standardized criteria, much of which tend to be written more for

administrative ease than for improving teaching effectiveness. Educators also question the value of these educator\supervisor contacts which are superficial, at best. Rather than fostering positive interactions, the traditional approach, with its focus on rating Educators, has helped to foster a kind of “cold war” relationship between supervisors and Educators (Blumberg, 1980:173).

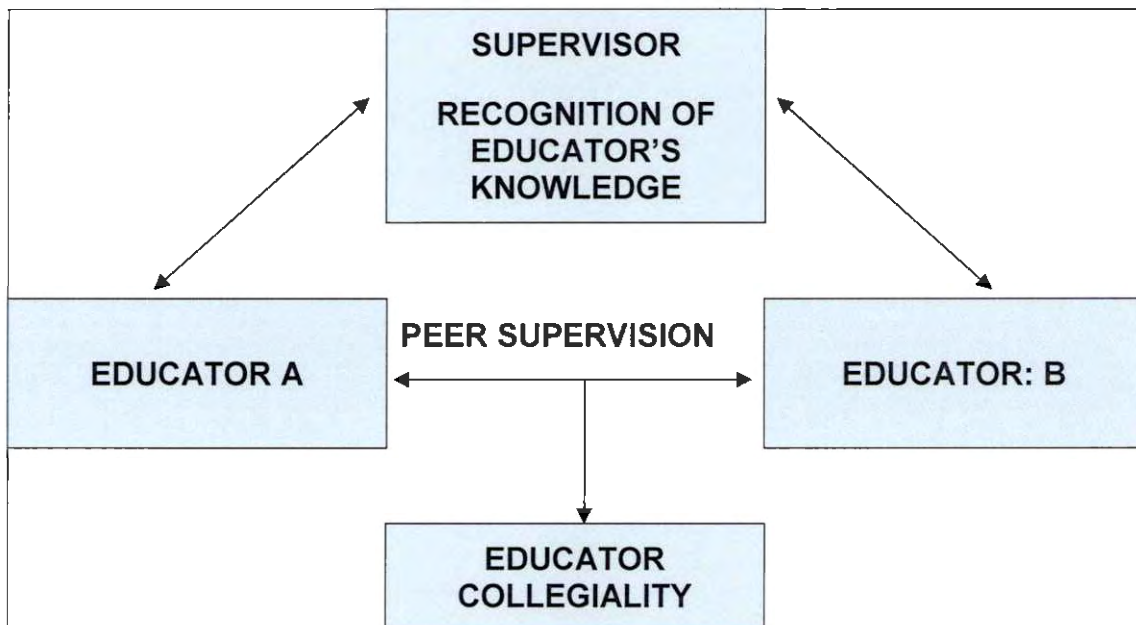
While much criticized, the traditional model also has several advantages. First, it requires little time or skill. Because it requires minimal contact between Educators and supervisors, traditional supervision may be the most practical model in situations where there are high supervisor-educator ratios. In addition, this model requires little training on the part of the supervisor and is therefore not costly (Blumberg, 1980:174).

The ultimate test for determining the effectiveness of a supervisory model is the quality of what occurs at the heart of the system, namely the improvement in teaching and learning, fostered through the supervisory process. Measured against the above, the traditional model is rather inferior.

6.2.6.2 B: The Peer Coaching/Co-operative Professional Development Model

Peer supervision, also called “ peer coaching” or “ cooperative professional development” (Glatton, 1984:1) is a moderately formalized process by which two or more experienced competent Educators who value collegiality agree to work together for their own professional growth. This is an open model. They observe each other’s classes, give each other feedback about the observations, and discuss shared professional concerns.

Figure 6.2: Peer Coaching/Co-operative Professional Development Model (Glatton: 1984)



The peer supervision model recognizes, firstly, that Educators have much to share and, secondly, that Educators are more likely to seek assistance from one another than from supervisors. Blumberg (1980:174) found that almost two-thirds of Educators' conversations on professional matters were held with other Educators, compared to only seven percent with the principal. The peer supervision model creates opportunities for Educators to communicate with their peers.

While it may appear that supervisors have little to do in peer supervision models, this is not case. To increase the likelihood that this model will be effective, certain conditions are necessary (Blumberg, 1980:174). Most of these are established or facilitated by the principal. Firstly, the principal must be perceived as being supportive of improving instruction in general. It must also be accepted that the use of peer supervision is an effective tool to achieve this purpose. At the beginning of the process, the SMT should assist Educators involved in peer supervision with setting instructional goals and objectives and with learning how to work together to realize these goals and objectives. In most cases, this would involve a number of staff development sessions with the staff where peer supervisions could be studied, discussed and demonstrated through exercises such as role playing. Secondly, peer

supervision works best in school climates characterized by support and trust among Educators and administrators. The principal must take the leadership for establishing such a climate through discussing with the staff the mission, goals and objectives of the school. The principal must also work with the Staff to establish a set of shared school values that place great emphasis on cooperation as a means to improving instruction. Finally, one of the conditions of peer supervision is that Educators must be provided with resources (e.g. time and necessary training) to enable them to work effectively with their peers. Without administrative support, peer supervision is almost certainly doomed to failure (Blumberg, 1980:176).

While peer supervision recognizes and utilizes the talents and skills of experienced, competent Educators, the model has several disadvantages as well. Some argue that the quality of supervision provided by untrained Educators is poor. Others (Lieberman, 1972:4-6) question the model from a cost-benefit perspective. Still others question the feasibility of this model. They point out that the bureaucratic structure of schools militates against peer supervision: the lack of time, the inadequate interactions with colleagues and the physical structure of school buildings all get in the way. In addition, critics point out that the prevailing milieu of schools is antithetical to this model. Schools tend to make Educators independent, not team-oriented; competitive, not cooperative; and isolated, not interacting.

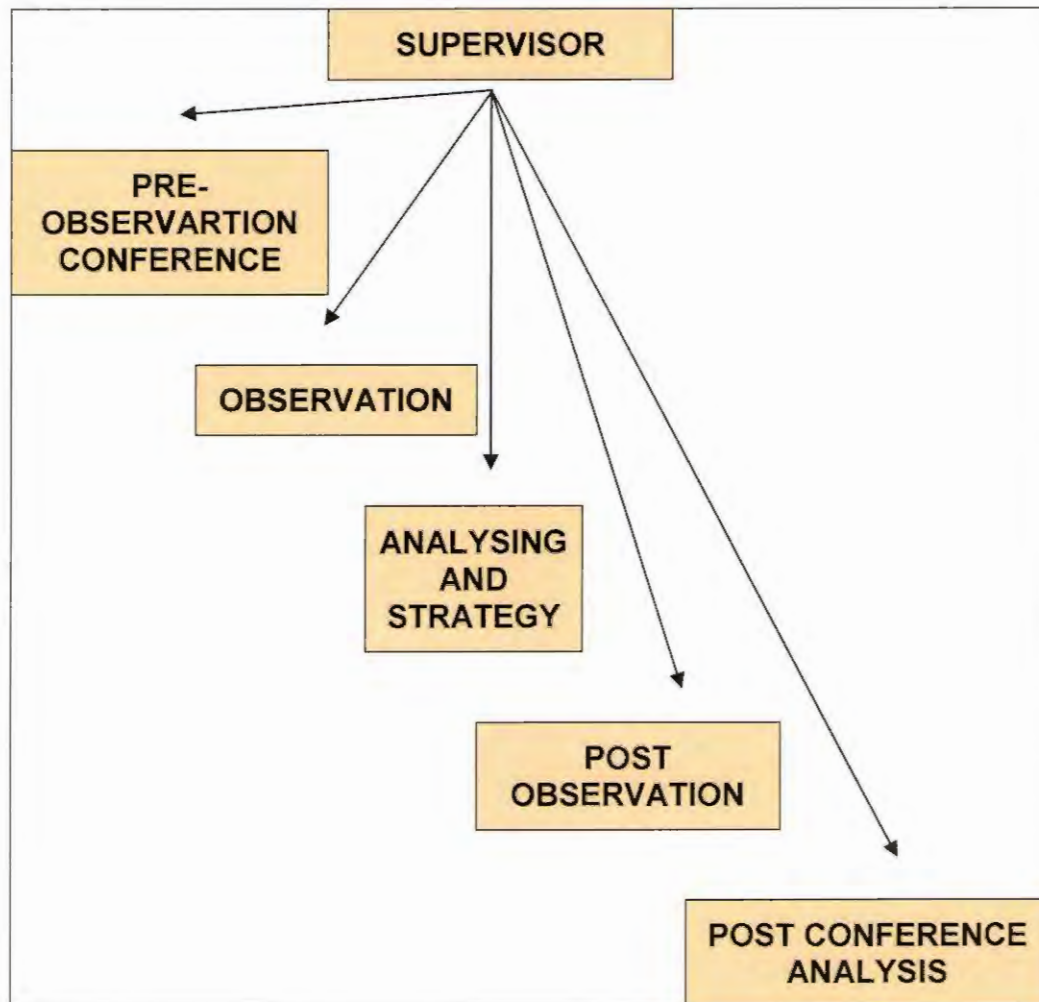
Although the model has disadvantages, peer supervision is likely to “raise the level of professional talk, give Educators feedback about a limited part of their teaching, and help them see their colleagues and supervision in a new light” (Glatthorn, 1984).

6.2.6.3 C: The Clinical Supervision Model

A third supervisory model is clinical supervision. Unlike the traditional model, clinical supervision focuses primarily on the improvement of instruction. Characterized by a close, intense collegial relationship between the educator and supervisor, this model is most effective with Educators who are

committed to instructional improvement, but lack technical skills. This is also regarded as an open model (Goldhammer, 1980:37).

Figure 6.3: The Clinical Supervision Model (Goldhammer, 1980:37)



While a number of researchers have provided a variety of clinical supervision models, the most popular model was developed by Goldhammer (1980:33) and his colleagues and consists of five steps:

- The pre-observation conference where the supervisor establishes rapport with the educator and obtains information about the planned lesson
- The observation where the supervisor collects data on the area of focus agreed upon during the pre-observation conference
- The analysis and strategy phase where the supervisor analyses observation data, organizes it, and plans the post-observation conference

- The post-observation conference where the supervisor and educator discuss the observation relative to the agreed upon area of focus
- The post-conference analysis where the supervisor reviews the supervisory process

While clinical supervision has been lauded by many, this model also has its critics. Firstly, it requires that supervisors be highly trained in instruction. They must be able to appraise generic teaching skills and to communicate effectively with Educators about those skills. Secondly, clinical supervision is time consuming. Oliva (1993:499) estimates that, at a minimum, the supervisor needs approximately two hours per educator per cycle of clinical supervision i.e., from the pre-observation conference to the post-conference analysis. Thirdly, critics question the practicality or feasibility of its use for all Educators. Given the paucity of resources, the demands of the process, and the difference in the needs of individual Educators, it is doubtful that clinical supervision can or should be made available to every educator.

Although the research on clinical supervision has not yet reached a point where we can safely make generalizations about its effectiveness, Reikoff (1981:17) noted, "emergent work does suggest that the practice of clinical supervision contributed to statistically significant changes in Educators' verbal interactions, teaching strategies and teaching behaviour".

The following table presents a summary of models used to demonstrate different types of models in the context of this research.

Table 6.2: Advantages and disadvantages of the traditional Supervisory, Peer Coaching and Clinical Supervisory Models

	Advantages	Disadvantages
Traditional	<p>time efficient</p> <p>easily administered</p> <p>requires minimal training</p> <p>inexpensive</p>	<p>low educator involvement</p> <p>perceived negatively by Educators</p> <p>educator/ supervisor contacts are superficial</p> <p>uses standardized observation criteria</p>
Peer Supervision	<p>facilitates communication between Educators</p> <p>requires moderate level of supervisor involvement</p> <p>enhances Educators' professional development</p>	<p>suited only for experienced, skilled Educators</p> <p>Educators lack training in supervision</p> <p>not typically supported by bureaucratic structure of schools</p>
Clinical	<p>focuses on the improvement of instruction</p> <p>fosters positive relationship between the educator and supervisor</p>	<p>extremely time –consuming</p> <p>requires high level of supervisory skills</p> <p>not recommended for the professional or dropout</p>

6.2.7 Selecting a Supervisory Model

Of the three supervisory models (traditional, peer, and clinical) which is best? There is no single best model. The appropriateness of the model depends upon a number of factors, including: the educator's level of professional development, the time available for supervision, the objectives of supervision, the supervisor's level of skill and the organization's expectations for supervisors.

The researcher's, proposal on how INSET should be planned and implemented is as follows:

The first task in getting a school staff ready to change their professional performance is to develop a school climate where communications are clear and open, where the staff know each other well and understand each other's professional values, where Educators and school management teams (S M T's) trust and support each other, and where the staff see differences among their peers as strengths. Once such a climate has been established, the likelihood of change is enhanced. Like change, however, INSET should be viewed as a planned, purposeful process, not as an event. The process involves five stages:

- Preplanning,
- Planning,
- Implementation,
- Maintenance, and
- Assessment standards.

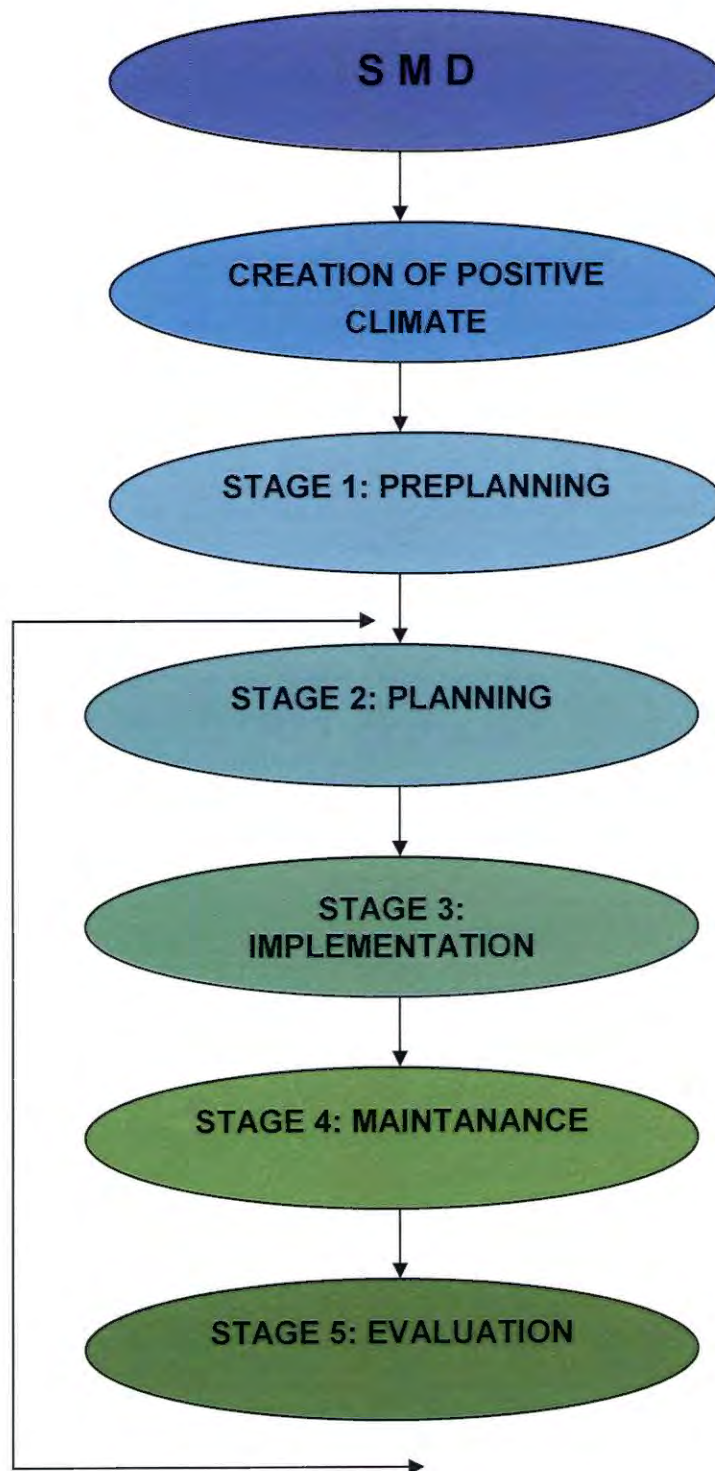
Once established, this five-stage process becomes cyclical in nature with the results of the assessment standards stages supplying the information needed in the preplanning stages. The purpose of this open model is to improve the educator performance for learner achievement. Clearly, the importance of models' necessity for INSET cannot be overemphasized. This view is held

consistently throughout this study as it undergirds the theoretical and conceptual frame work of this research. The model recommended for use by SMGDS in TMED as adopted from Wood, Thompson and Russell (1981) seems appropriate for this research.

6.3 A MODEL FOR THE PROVISION OF INSET TO SSES BY THABO MOFUTSANYANA SMGDS

The purpose of training is to bring about changes in the classroom or in the knowledge and skills of SSEs. The recommended model as indicated above has been borrowed from existing models on INSET (Goldhammer, 1980:33; Glatthorn, 1984) and adapted to fulfil the aims of this research. Figure 6.4 represents an outline of the proposed model for exploring the role of SMGD as providers of INSET.

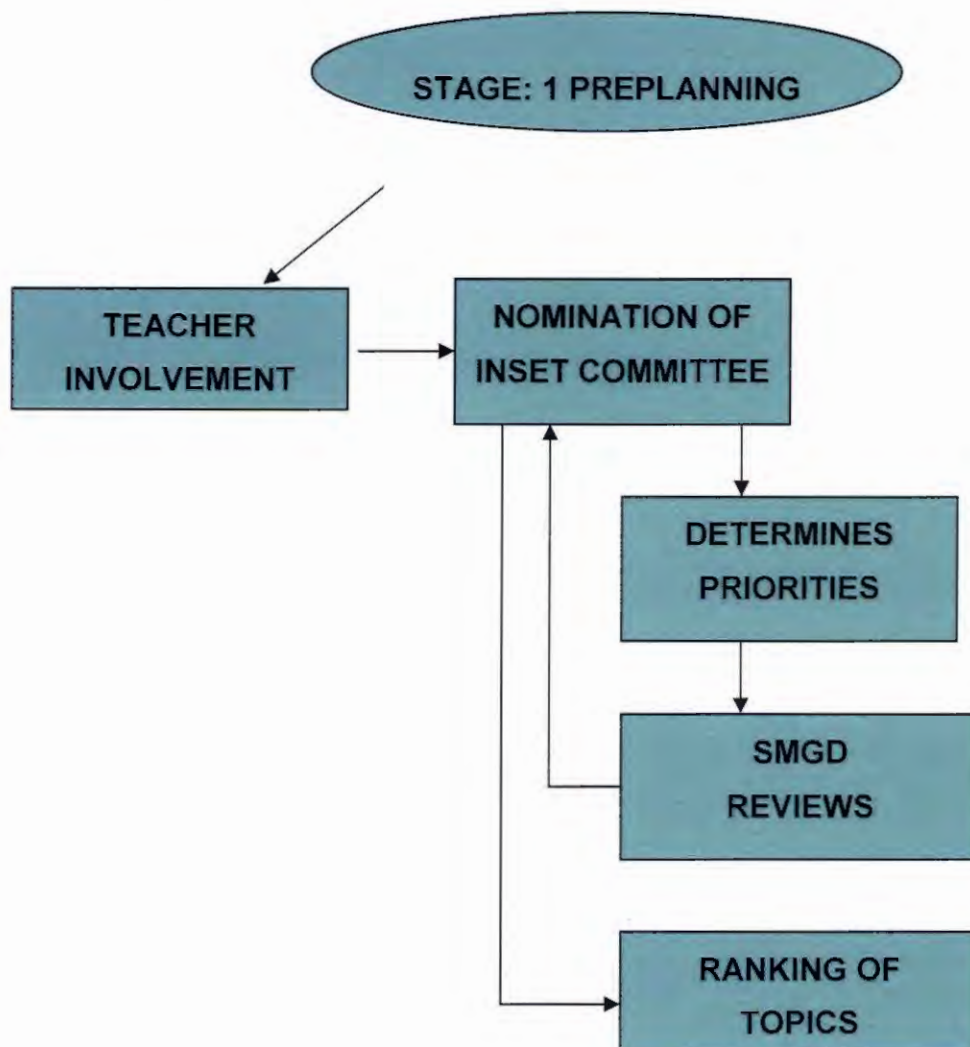
Figure 6.4: Outline of the proposed model for the provision of INSET to SSEs by Thabo Mofutsanyana SMGDS



6.3.1 Stage 1: Preplanning

Literature (*cf.* 3.5.1) reveals that pre-planning is a crucial step in the provision of effective INSET because it encourages open discussion among educators based on staff needs.

Figure 6.4.1: Pre-planning of activities



Addressing the issue of who develops the INSET plan is critical to the success of the programme. An overwhelming body of research indicated that effective INSET programmes are those planned with educators, not for them. Given the importance of SSEs' involvement, it is recommended that an INSET committee be formed in the school to design an INSET plan. In addition to SSEs, this committee must also include SMTs.

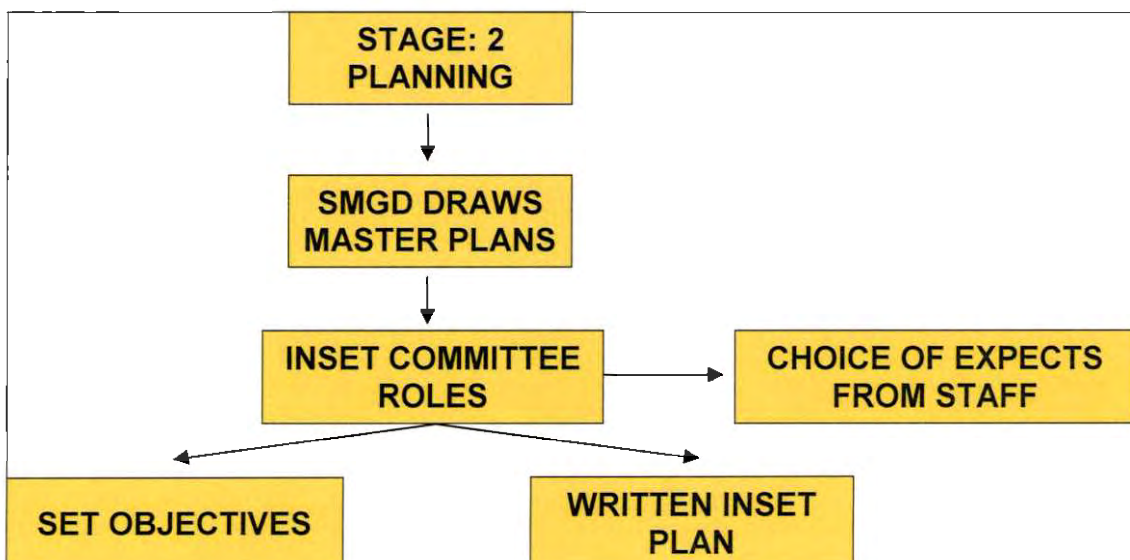
The first task of the committee is to determine the priorities for INSET. The priorities should be based upon need. Need is defined as the difference between what should be and what is, for example determining if there is a gap between current performance of learners and desired performance of learners. To identify the need, the INSET committee might ask SSEs, and SMTs to suggest topics for INSET based upon the school's goals and objectives. In addition, the committee with the guidance of the SMGD should review data concerning how well the school is currently achieving its goals and objectives. Sources of information might include meetings, surveys, observations, interviews and school data e.g., tests and examination marks.

Once all parties or groups have had an opportunity to provide input, the INSET committee should then ask respondents to rank topics in order of importance. For example, a listing of all suggested topics might be included on a questionnaire. Using a scale of 1 to 5 (1= not important; 2=somewhat important; 3= undecided; 4= important; and 5=extremely important), respondents would be asked to rate each topic according to its importance. These data would be used to determine the priorities for INSET planning.

6.3.2 Stage 2: Planning

Literature (*cf.* 3.6) reveals that planning is a crucial step in the provision of effective INSET as educators can be involved in the needs analysis.

Figure 6.4.2: Planning of INSET needs



Once the topics for INSET have been determined, the SMGD in conjunction with INSET committee should translate the topics into specific objectives. These objectives might address (1) knowledge, (2) strategies or skills, or (3) attitudes (Wood, Thompson & Russell, 1981). Knowledge objectives deal with learning disabilities. Strategy or skill objectives pertain to procedures for teaching (e.g. how to plan and manage independent studies and small group instruction). Attitude objectives identify the commitment, values and other affective variables necessary to implement change in professional behaviour e.g. reinforcing a Learner's positive behaviour rather than criticizing his/her negative behaviour.

Objectives should be written in measurable terms. A simple formula for a measurable objective is that it should tell who should do what, by when and to what degree. Once clear, measurable objectives have been formulated, the SMGD and the committee should develop or select activities: school-related courses, seminars, institutes, conferences, workshop, personal and professional growth plans, school programmes and educator centres.

In selecting and planning activities, the SMGD and the INSET committee should keep the following research finding in mind (Bents & Howey, 1981:11-36):

Adults learn and remember that which they perceive as being relevant to their personal and professional needs.

INSET programmes using individualization are more likely to accomplish their objectives than programmes that have common activities for all participants. [Additionally, the principal who sets aside time to guide educators and staff through the process of developing an individual personal and professional growth plan will find the needs cited by educators and staff to be more realistic and usable in designing the INSET activities for the school.]

Activities should include opportunities for participants to build relations and communicate, time when participants can interact freely and share what they are learning, pre-and post-assessment and learning options to accommodate differences in the needs assessment.

Lectures are not adequate to change behaviour because adults need direct and concrete experience to be able to apply what they learn.

Adults prefer to learn in normal work settings where they can interact socially with peers.

Other questions to be addressed during the planning stage include:

- who will conduct the activities,
- when and where will they be conducted,
- what resources e.g. time and money are available; and
- how will the activities and the overall INSET plan be evaluated?

In attempting to answer these questions, the SMGD and the INSET committee should keep the following guidelines in mind (Daresh, 1987 as quoted by Atkinson *et al.*, 1992:70).

SSEs who are trained in the INSET process or who are experts on a particular topic are the best candidates for conducting INSET activities.

INSET should be provided at the beginning of the year and should continue at various times throughout the year. Activities should be planned so that they cause minimal disruptions to the school programme.

The school is the preferred site for INSET activities particularly if the objective of the activity is skill development at the school site and is both convenient and cost-effective.

The room should be large enough to hold all who attend and should be well-lighted, comfortable and well ventilated.

By the end of the planning stage, the SMGD and the committee should have a written INSET plan that includes:

- Goals to be achieved and programmes to be implemented

- Specific INSET objectives and activities to address the goals
- Sequences of activities for (a) training and (b) putting the desired changes into practice
- A detailed description of the major in-service workshops or other activities that have been planned
- A list of resources – personal and material – that can be used to implement the INSET activities
- A budget to support the INSET programme and the resulting changes in the school programmes
- A plan for assessment standards (Wood, Thompson & Russell, 1981)

6.3.3 Stage 3: Implementation

Literature (*cf.* 4.2.10.6, *cf.* 4.2.3) indicates that the phase of implementing the change involves the commitment of all educators to the innovation.

Implementation should occur at two levels. Firstly, the activities specified in the INSET plan must be put into action. After the activities have been completed, implementation occurs at the second level – putting into practice the knowledge, skills or attitudes learned through the activities. The focus here will be on implementation at the second level. An important factor in successful implementation is the commitment of the educators to the innovation.

If SSEs have been involved in selecting the topics and planning the INSET activities, it is likely that they will have a higher level of commitment to implementation. To enhance that commitment, however, Wood, Thompson and Russell (1981) suggest that workshops be planned such that when participants leave, they have a written plan for implementing their learning. They also suggest that implementation occur as soon after the training as possible.

During the implementation stage, the focus is on change. To increase the likelihood that change will occur, SMGDS should be reminded that:

- Change is a process, not an event. Rarely is meaningful change in instructional practices brought about through memos, directives or laws. Change is a process that has to unfold; sufficient time is necessary.
- Change is a personal experience. Because it is personal, it involves feelings, attitudes and frustrations. The effective supervisor attends to the personal dimensions of change.
- The individual has to be a focal point in change. Although individuals are part of groups, each remains an individual and his/her needs must be addressed.
- Change entails growth and development (Hughes, M & Potter, D. 2002:19).

Hall (1979) has identified five stages one goes through when adopting an innovation:

- Awareness ("I've heard about the innovation.")
- Mental ("I'm interested in the innovation and would like to learn more about it.")
- Trial ("I'm learning how to implement the innovation.")
- Adoption ("I like the innovation; I think I'll keep it.")
- Integration ("I am able to practice the innovation without thinking about it.")

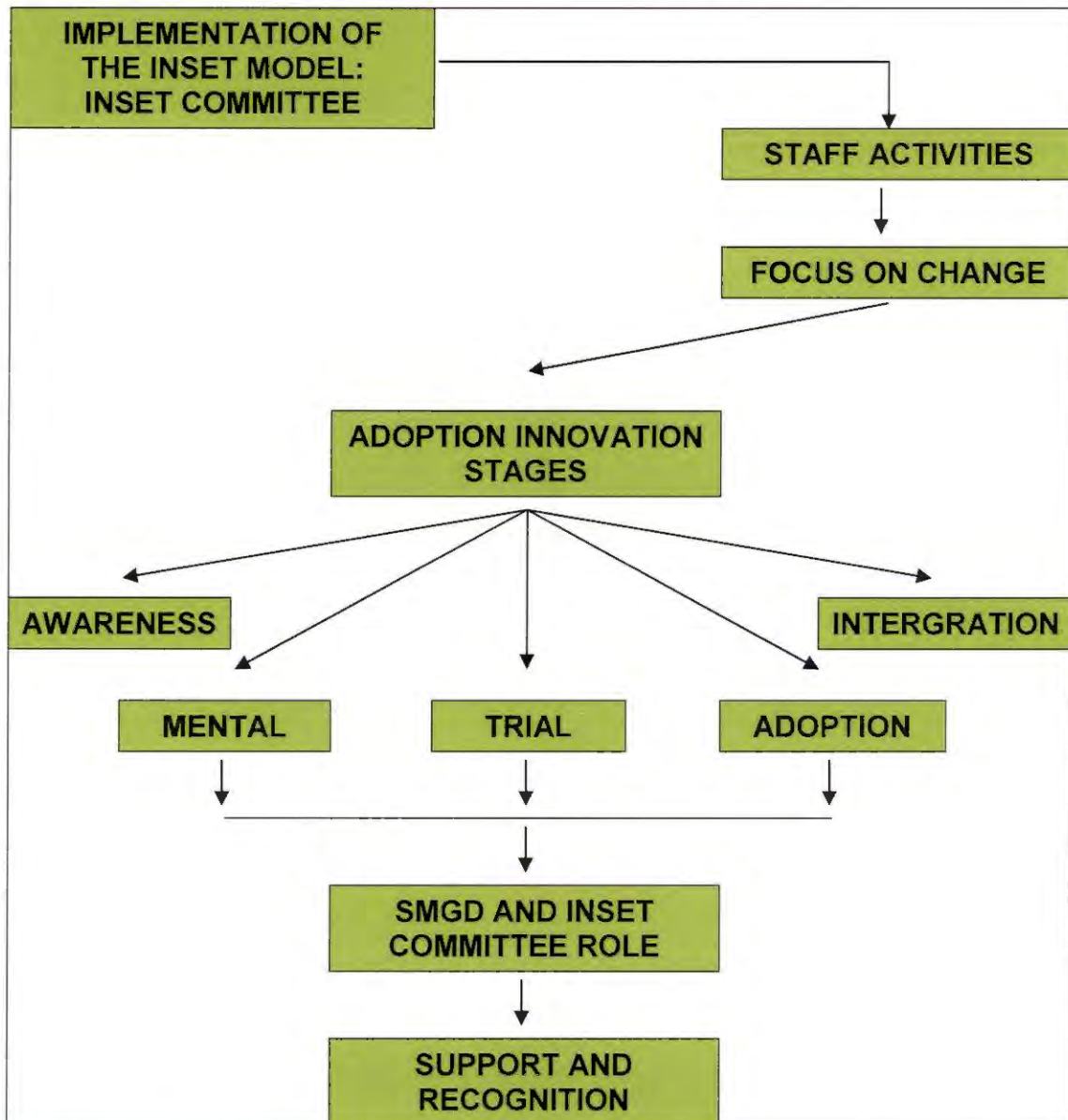
Recognizing the stage at which a SSEs is functioning and providing sufficient support and time for advancing through the stage is critical to the SSEs' growth.

A key to successful implementation is a supportive environment. SSE's must feel free to elicit assistance from peers as they adapt and implement ideas in

the real world of their classrooms. During this stage, it is important that those providing assistance be knowledgeable.

Support and recognition are critical to successful implementation. SMGDS are responsible for ensuring that SSEs have what they need to implement the innovation and that they are recognized for their efforts to bring about change.

Figure 6.4.4: Implementation of the innovation process



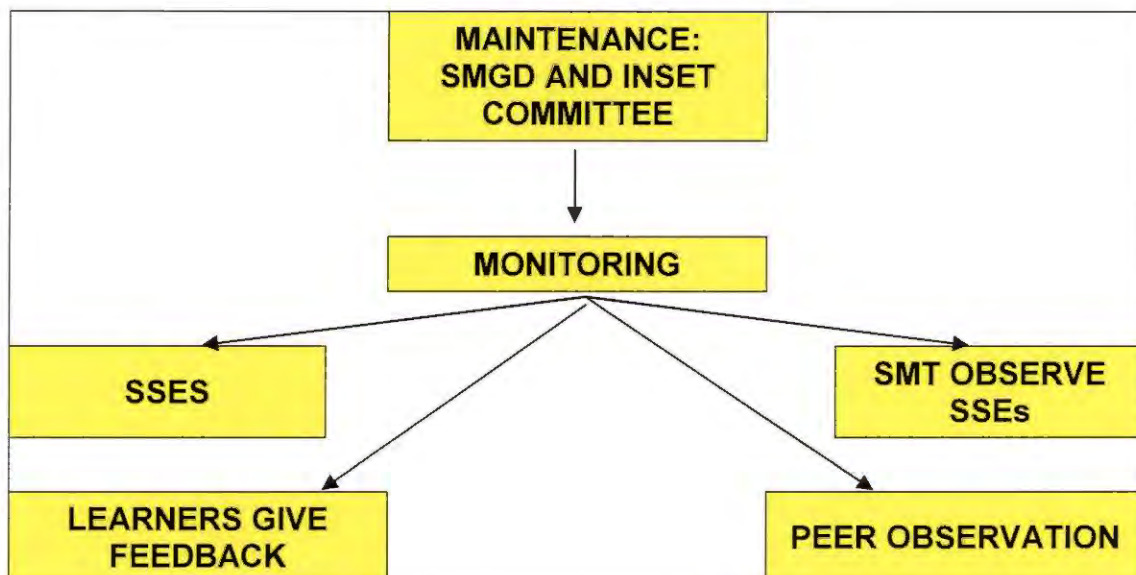
The INSET should be varied both in respect to type of activity and time devoted to each. The new and more complex the activity, the more likely a longer period of time will need to be set aside for their study and practice.

An SMGD in a school district should be charged with the task of summarizing needs of SSEs and requests for courses, and transmitting that information to the resource centre in the area. By the same token, the secondary schools should be continuously seeking feedback from the district they serve about what the needs of SSEs are and in what way their needs may best be served.

6.3.4 Stage 4: Maintenance

According to literature the phase of maintenance involves the provision of continuing monitoring to support the adoption of new practices.

Figure 6.4.5: Maintenance of the implementation



Practising and integrating new behaviours, skills, and attitudes into one's teaching takes considerable time. During the early stages of implementation, a SSE's actions are likely to be deliberate and somewhat mechanical. As they develop a greater level of comfort, however, they should practise the behaviours, skills and attitudes with increased confidence and skill. The purpose of the maintenance stage is to provide continuous monitoring to support the adoption of new practices.

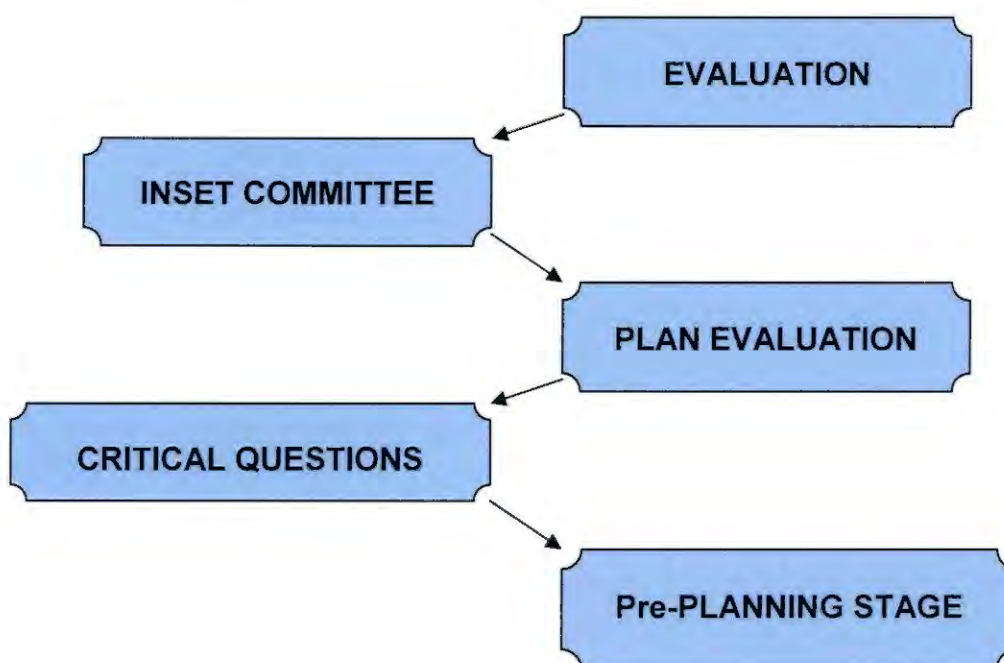
Monitoring can be done in several ways. SSEs might monitor their own performance, learners might provide feedback, SSEs might observe in each other's classrooms or SMTs might observe SSEs.

In addition to identifying problems with implementation and providing information relative to the extent to which the innovation has been integrated into the school programme, the maintenance stage also generates new data and needs that might be used to plan an additional INSET activity which continues the cyclical process of INSET.

6.3.5 Stage 5: Assessment standards

According to literature, the phase of assessment standards involves the willingness to do the necessary reviews in order that the project should succeed.

Figure 6.4.6: Assessment standards of the implementation of the INSET plan



Assessment standards of the INSET plan should be ongoing. In addition to evaluating the overall plan, the SMGD and the INSET committee should plan for the assessment standards of specific activities. If the objectives have been written with measurable outcomes, assessment standards should be relatively easy.

Questions to be addressed in this assessment standards include:

- How will outcomes be measured?
- What data will need to be collected?
- Who will collect the data?
- From whom will the data be collected?
- When will the data be collected?
- How will the data be analysed?
- How will the assessment standards data be shared and used?

Assessment standards data should be used not only to determine the extent to which the previously stated objectives have been met, but also to determine new needs from which to set new objectives. Thus the assessment standards stage merges with the preplanning stage as the cyclical process of INSET continues.

The following are suggested examples of monitoring tools that could be used by SMGDS in the TMED in the Free State Province after completing INSET activities.

A WORKSHOP/PRESENTATION MONITORING TOOL

Please assist in this effort by evaluating the workshop or presentation in which you have just participated. Please circle the rating which most nearly agrees with your impression about the several aspects of the presentation.

E = Excellent G = Good F = Fair U = Unsatisfactory
 N/A = not applicable or not evaluated

1.	Clarity of workshop objectives	E	G	F	U	N/A
2.	Appropriateness of workshop objectives	E	G	F	U	N/A

3.	Appropriateness of activities/Strategies to stated objectives	E	G	F	U	N/A
4.	Quality of delivery	E	G	F	U	N/A
5.	Usefulness of Activities/Strategies	E	G	F	U	N/A
6.	Usefulness of materials	E	G	F	U	N/A
7.	Opportunities for participants-presenter interaction	E	G	F	U	N/A
8.	Overall assessment standards of the workshop or presentation	E	G	F	U	N/A

If any response is U, please explain

Use this space to write suggestions and comments which you feel may be important for planning and presenting similar services in the future.

Date: _____ SMGD's Name: _____

Topic: _____ Your job responsibility: _____

B THE QUALITY OF TEACHING AS MONITORING TOOL

In a design for a teaching and learning programme to be used by SSEs for learner achievement, most research indicates curricular framework as a driver of change. This assumption is supported by Smith *et al.* (1994) as laid down by Mphahlele (1999:16) that curriculum frameworks are the drivers of systematic reform. Emphasis is that:

INSET programmes should prepare SSEs to effect the implementation of the curriculum. It is further argued that SMGDS should have the freedom within the frameworks to interpret and implement instructional strategies. As they are engaged in monitoring the quality of teaching at schools, they must also have the capacity of teaching at schools and to select, revise and develop curricula materials for use at their schools.

Research also indicates that although there are many existing INSET programmes, the sum of all their efforts is still small by comparison with the need. It is said that in South Africa INSET is nowhere near reaching a critical mass, hence, there is an urgent need for co-operative INSET strategies (Ashley & Mehl, 1987:84).

It is assumed that important needs should be identified by the authorities and served first through group consensus or surveys. Pellicer and Anderson (1995:160) state:

An unfortunate yet enduring fact of life is that there will generally always be more needs than there are resources to reach those needs.

In monitoring the quality of teaching at schools, it is important for SMGDS to bring the community along. There is also a need for educators to be actively involved at all times. There must be a creative spirit between SMGDS and SSEs in order to achieve their common vision about learner achievement (Mphahlele, 1999:16).

C A CHECKLIST FOR EFFECTIVE LESSON PRESENTATION

On the basis of classroom observation, the SMGD will check 'Yes' for those items observed in the lesson presentation and 'No' for those items not observed.

Selection of Resources:	Yes	No
Related to objectives	_____	_____
In keeping with abilities of learners	_____	_____
In keeping with age of learners	_____	_____
Of interest to learners	_____	_____
Varied for individual differences	_____	_____
Accurate and up to date	_____	_____
Without bias or balanced as to biases	_____	_____
Easily accessible to learners	_____	_____
Without cost to learners	_____	_____
Selection of Strategies	Yes	No
Right of learners	_____	_____
Right of educator	_____	_____
Right for subject matter	_____	_____
Right for time available	_____	_____
Right for resources available	_____	_____
Right for facilities	_____	_____
Right for objectives	_____	_____

Conduct of the Lesson	Yes	No
General	_____	_____
Written plans present	_____	_____
Educator exhibits confidence	_____	_____
Educator appears to know where class is going	_____	_____
Communicates objectives to learners	_____	_____
Flow to the day's activities	_____	_____
Keeps learners on task	_____	_____
Learners attentive	_____	_____
Misbehaviour	_____	_____
Materials and equipment on hand	_____	_____
Avoid unnecessary repetition of content	_____	_____
Beginning of lessons	Yes	No
Establishes setting	_____	_____
Middle of lessons	Yes	No
Lecturing	_____	_____
Learners mature enough	_____	_____
Learners developing listening skills	_____	_____

Learners understand language	_____	_____
Evidence of advance planning	_____	_____
Supplemented with aids	_____	_____
Provision for feedback and follow-up	_____	_____
Learner participation	_____	_____
Continuous opportunity to express themselves	_____	_____
Use of license and nonverbal cues	_____	_____
Effective questioning	_____	_____
Higher-order questions	_____	_____
Probing questions	_____	_____
Divergent questions	_____	_____
Learners understand language	_____	_____
Avoid repeating questions and answers	_____	_____
Consumes only portion of lesson	_____	_____
Educator aware of affective learning	_____	_____
Provision for variation	_____	_____
Varies stimuli	_____	_____
Varies activities for the group	_____	_____
Varies activities for individuals	_____	_____
End of lesson	Yes	No

Provides for assessment standards	_____	_____
Assignment making	_____	_____
Assignment clear	_____	_____
On work done or learners' ability to cope	_____	_____
Anticipates difficult points	_____	_____
Differentiates for varying interests and abilities	_____	_____
Reasonable length	_____	_____
Necessary	_____	_____
Resources available	_____	_____
Uses more than one sensory channel	_____	_____
Achieve closure	_____	_____

The above programmes could be appropriate in improving educator effectiveness in the TMED of the Free State Province, if implemented. Following the above two monitoring tools, coaching of SSEs on how to plan for the specific activities will be implemented.

6.4 CONCLUSION

This Chapter sets out to propose a model that can be used by Thabo Mofutsanyana SMGDS for the provision of INSET to SSEs

The definition of a model, the nature and scope as well as its development has been dealt with. In particular, the model of INSET to be used by SMGDS as providers was outlined with a built-in monitoring tool to assess the effectiveness of SSEs. The need for SMGDS to plan for the assessment standards of SSEs has been indicated. The model outlined the importance of

involving SSEs to express their satisfaction with the activities, materials and procedures used. Moreover, an assessment standards form for the participants of INSET activities to be distributed to SSEs was developed. Lastly, the need for SMGDS as providers of INSET to conduct follow-up assessment standards to determine whether SSEs are using what they have learned in INSET programmes was emphasized. The final Chapter will provide findings, conclusions and recommendations in connection with this study.

CHAPTER SEVEN

RECOMMENDATIONS, MOTIVATIONS AND CONCLUSIONS

7.1 INTRODUCTION

This research was conducted with the aim of assessing the role of SMGDS in the provision of INSET programmes for SSEs in the Thabo Mofutsanyana education district of the Free State province. The main objectives of the research were to:

- evaluate the role of School Management Developers with respect to their role in the provision of INSET for SSE;
- evaluate the effectiveness of SSEs in improving teaching and learning; and
- design a model that can be used by Thabo Mofutsanyana SMGDS for the provision of INSET to SSEs

The achievement of these objectives were sought through a literature study, in SA and UK regarding the international provision of INSET for SSE. This included information on the development and provision of INSET programmes in the UK, similarities and differences as compared to South Africa. The promotion and establishment of Education Resource Centres as places of providing INSET activities throughout the nine provinces in South Africa has been highlighted. The empirical investigation indicated in which areas of INSET there is a need for further staff development at different secondary schools within the TMED in the Free State. The findings of these processes are summarized in the paragraphs that follow:

In Chapter One the background of the study and the problem statement concerning the SMGDS as key providers of INSET to SSEs was explained. The objectives and method of research including the empirical research were discussed. Furthermore, the division of Chapters was also outlined.

In Chapter Two the description and definition of key terms in relation to the theoretical and conceptual framework concerning INSET for SSEs were provided. The influence of theoretical models of INSET contributing toward a better understanding of INSET provision by SMGDS for SSEs was discussed. Some fundamental concepts which are closely related to INSET were unfolded.

In Chapter Three the study concerned itself with the role of LEAs in the provision, development and implementation of INSET programmes in the UK. In this way lessons were drawn from international experiences regarding the use of INSET to help educators improve teaching and learning. The relevance of INSET provision in the UK for the situation South Africa was discussed.

Chapter Four addressed the provision of INSET programmes in South Africa. The focus was on the TMED of the Free State province. It dealt with INSET activities that are in operation in the Free State province as well as the role of SMGDs in the process of increasing the knowledge and skills of SSEs through INSET.

Chapter Five dealt with data gathering procedures analysis and interpretation of data. Procedures adopted in constructing this investigation and instrument used in gathering the data were dealt with.

Chapter six proposed a model for INSET provision, including a monitoring tool to be used in TMED secondary schools. The concept 'model' was explained and an example of a change list accompanying the monitoring tool was given. The next section presents the findings and recommendations regarding the stated objectives of this research.

7.2 MOTIVATED RECOMMENDATIONS WITH REGARD TO IMPROVING THE PROVISION, DELIVERY SYSTEMS AND MANAGEMENT OF INSET PROGRAMMES

In order to improve SSEs' understanding of the National Curriculum Statement, these educators have to be equipped with skills relevant to the

Curriculum. In light of the literature and empirical studies, the following recommendations are made:

RECOMMENDATION 1

The Thabo Mofutsanyana Education Department should continue to utilize SMGDS as providers of INSET to SSEs.

MOTIVATION

The study has uncovered that SMGDS as providers of INSET to SSEs, the implementation of the (N C S) improves dramatically. The major role of the SMGDS remains that of providing INSET with an aim of improving SSE's teaching skills. According to the findings of this research, SMGDS spend considerable time in planning, implementing and evaluating INSET programmes aimed at curriculum implementation (*cf.* 1.1; 4.2.10.16; see also 5.5.4.8).

RECOMMENDATION 2

The TMED should design an assessment standards instrument to assess the role function of SMGDS in terms of providing INSET. As IQMS is introduced to improve educator performance, SMGDS should be trained to be effective supervisors of the IQMS system.

MOTIVATION

There is often a need for refinement of INSET skills of SMGDS to enable them to manage this field effectively. Because of the progressive nature of education, SMGDS require continuous skills in new developments that are in line with their scope of operation. IQMS is one of the youngest areas that have been adopted to improve and sustain educator performance and there is a need for SMGDS to be trained to be effective supervisors of this system (*cf.* 4.5).

RECOMMENDATION 3

Clearly, SMGDS need to provide a climate in which SSEs can be encouraged to participate in INSET activities which have been designed to improve their teaching strategies when dealing with adult learners. Knowledge of the principles of andragogy will assist them to understand the science of adult learning.

MOTIVATION

The biographical characteristics of the SSEs in this study show that educators are adult learners who display a wide range of differences in terms of age, experience and gender. The invaluable conclusion to be made here is that knowledge of 'andragogy' ought to inform SMGDS as providers of INSET activities about SSEs' background (*cf.* 2.5.1; see also 5.5.1). This art and science of helping adults to learn is an important ingredient to effective teaching and learning at secondary schools. It can be safely concluded that important principles which are relevant to SMGDS as providers of INSET to SSEs can be extracted from the principles of andragogy. It is also clear from the study that some SSEs are not well trained in NCS methods of teaching. In line with the findings of the research conducted by Buchner and Hay (1998:21), SSEs in this investigation have been found to be using their own experience, including trial and error or untested teaching methods.

RECOMMENDATION 4

SMGDS should take the lead in initiating a financial model that will break the financial barriers that prove to be a threat to provision of INSET. This calls for reskilling of SMGDS in financial management and fund-raising skills.

MOTIVATION

The study focused on some theoretical models which are relevant to INSET activities of SSEs. The review of these models confirmed the widely held assumption that the involvement of SSEs in any stage of INSET processes is a major concern. Moreover, the review highlighted some of the most important

principles which underpin the provision of INSET planning. One of the principles which SMGDS should not lose sight of is that INSET of SSEs depends on factors such as available physical and financial resources (*cf.* 5.5.2.9).

Financial management is implied in any effective INSET programme, a fact that demands some level of competence and expertise of SMGDS. The study has uncovered that there is no organized provision and management system within the department to cater for INSET needs (*cf.* 5.5.2.9).

RECOMMENDATION 5

Even though the majority of SSEs strongly agree with the fact that they receive training, there is still a need to make INSET accessible even to those schools that are too remote for regular visits by SMGDS. It is recommended that SMGDs should visit all schools regularly.

MOTIVATION

SMGDS play a pivotal role in policy and training that concerns schools. They should be able to co-ordinate all inputs into the schools in their circuits, deliver certain types of training like instructional methods (INSET for educators) and support the improvement of academic quality. However, largely limited by resource deficiencies, SMGDS tend to focus on schools near the district offices (i.e. urban schools) and those with phones and faxes (*cf.* 2.6). SMGDS should realize the importance of providing INSET to all SSE.

Information regarding INSET activities should be communicated to all secondary schools and SMGDS should ensure that principals are actually communicating this to educators on time. There is also 15,19% of the educators who seemed to be in the dark about the availability or non-availability of this information. Once more, this reflects poor communication between educators and SMGDS.

RECOMMENDATION 6

For INSET to be effective, there is a need for more consultation by SMGDS so as to ensure that programmes that are offered, address existing areas of need. This consultative process needs to be extended beyond educators, as other district officials such as Learning Facilitators (LFs) may serve to identify more curriculum-related problem areas.

MOTIVATION

Many educators feel that they get ready-made INSET programmes. This is of great concern because educators probably receive training on strategies that they may not need in order to improve teaching and learning. The finding of this research (*cf.* 5.5.2.2) indicates that SMGDS need to increase consultation rates in order to provide relevant programmes. Bot (1986:15-16) agrees with the statement that educators who are consulted about the INSET programmes tend to improve their teaching skills

RECOMMENDATION 7

There is a need for SMGDs to strongly motivate SSEs with an aim of increasing stimulation that they abide by their teaching obligations. Opportunities for interaction among SSEs need to be extended beyond the boundaries of Qwaqwa to ensure a balanced provision of INSET in the TMED.

MOTIVATION

Hartshorne (1992:258) relates how INSET is indeed a critical factor in achieving fundamental change in the quality of education in class as well as in the school as a whole. For example, for educators to reach their objectives in class, it must be influenced heavily by their involvement in INSET programmes during which they are given training as to how to maximize the use of existing resources at their schools (*cf.* 4.2.5). In this research, many of the respondents strongly disagreed that INSET stimulates them to find out more about their teaching obligations. This is of concern because to them the INSET received does not have any impact.

This research also indicated that many educators do not share good practice within departments effectively. The indication was also that educators do not interact with educators at other schools (*cf.* 5.5.2.4). This is an indication that workshops for educators on the advantages of working together as departments and colleagues should be encouraged.

RECOMMENDATION 8

INSET provision needs to be comprehensively utilized to improve the skills of SSEs in the use of resources.

MOTIVATION

In this research a significant percentage of educators indicated that they are uncertain about the training they receive on using resources. The learning facilitator's help in this regard is urgently needed to improve the situation. A further disturbance is caused by the fact that about a third of the educators participating in this research indicated that they did not receive training on the use of resources and that most teaching is still abstract and theoretical (*cf.* 5.5.2.5).

RECOMMENDATION 9

There is an urgent need for a review of the budget allocated to SMGDS to accommodate their INSET needs.

MOTIVATION

Lack of financial resources for SMGDS to enable them to provide more effective INSET service remains a serious challenge. Comprehensive plans will ensure that INSET planning is more effective as it begins with the big picture and moves to the details (*cf.* 4.2.8). A budgetary review is thus essential to assist SMGD's in INSET provision.

RECOMMENDATION 10

The District needs to be streamlined with the objective of exposing SSEs to common quality programmes aimed at a balanced improvement of teaching

and learning that reaches out to all schools. For quality services of teaching and learning there is a need for the establishment of an INSET model that will provide a generic framework for a consorted service that addresses real needs and rises above all barriers.

MOTIVATION

A growing number of specialists in leadership believe that principals should concentrate their energies on working with individual educators in their classrooms while SMGDS as INSET facilitators may guide HODs to follow Goldhammer's clinical supervision model (Oliva, 1993:477). In their analysis of this model, Goldhammer, Anderson and Krajenski (1967:27) took the position that in order to be helpful; a supervisor (SMGD) must have a deeper understanding of teaching than the persons who seek help (*cf.* 4.2.10.2; see also 4.2.10.1; 2.6.3).

Any new strategy in teaching remains a well researched theory until it is tested in terms of practical implementation in the classroom. Although one can never be absolutely sure that a given procedure will work until it is tested in the classroom, chances of success will be greatly enhanced if the SMGD and the other role players involved in INSET provision follow the same approach when assisting SSEs to develop strategies towards effective teaching and learning.

7.3 RECOMMENDATIONS FOR FURTHER RESEARCH

Further research should be carried out in the following aspects of INSET provision by SMGDS:

7.4 CONCLUSION

The TMED cannot escape the problem of ineffective implementation of the Revised National Curriculum Statement if it does not come up with a programme to improve the SSEs' teaching skills. The need for improving SSEs' skills necessitates active participation of SMGDS in the provision of INSET to SSEs.

SMGDS occupy a unique leadership position and exercise influence in structural, operational and instructional matters in INSET provision for SSE. All achievements in terms of the quality of education will invariably depend on the crucial leadership role of the SMGDS and their ability to provide SSEs with effective INSET programmes.

Therefore, proper management of INSET provision programmes for SSEs in the Thabo Mofutsanyana education district is important in order to attain work standards of excellence.

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PERMISSION FOR THE ADMINISTRATION OF THE
QUESTIONNAIRE IN SECONDARY SCHOOLS

APPENDIX A

Department of Education & Training Services, P.O. Box 12064, Rosebank, 2003

Chief Director Strategic Management Services
cc Director of District: Thabo Motswagole

JS Tshepo
15/09/03
Yours sincerely

1 We wish you every success with your research

The Head, Education for attention: CES: HR/PS
Room 1204, Provincial Government Building
Private Bag 12064, ROSEBANK, 2003

6 Would you please write a letter accepting the above conditions? Address this letter to:

5 Once your project is complete, we should appreciate it if you would present your findings to the relevant persons in the FS Department of Education. This will increase the possibility of implementing your findings wherever possible.

4 You are requested to donate a report on this study to the Free State Department of Education. It will be placed in the Education Library, Bloemfontein.

3 3 The letter is shown to all participating persons.
3 2 The names of schools and educators involved remain confidential.
3 1 Educators participate voluntarily in the project.

3 Your research project has been registered and you may conduct research in the Free State Department of Education under the following conditions:

2 Research topic: SMDS as provider of INSET for secondary schools.

1 This letter is in reply to your application for the registration of your research project.

REGISTRATION OF RESEARCH PROJECT

Dear Mr. Moko

Mr. SMF Moko
PO Box 14555
Wintervoorde
9670

2003-09-05

TEL: 011 434 2000
FAX: 011 434 2001

Department of Education
P.O. Box 12064, Rosebank, 2003



FREE STATE PROVINCE

APPENDIX B

Covering Letter to SSES

MOLOI S.W.F. PHONE NO. : (058) 7130559 (H)

P.O BOX 14866 (058) 7184727 (W)

WITSIESHOEK CELL NO 0722446829

9866

Dear Colleague

**QUESTIONNAIRE SURVEY CONCERNING INSET IN-TEACHING
COMPETENCIES OF SSEs (Grades 10 – 12)**

This letter serves as a humble request for secondary School Educators to participate in a research project on district authorities as providers of INSET to SSE. The objectives of the research are:

to evaluate the role of School Management Developers (SMGDS) with respect to their role to provision of INSET for SSE

to design a teaching and learning programme to be used by Thabo Mofutsanyana SSEs for learner achievement

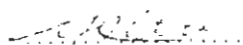
To be able to do this effectively, I need some information from you which will be of great value. A summary of findings will be forwarded to you as acknowledgement of my gratitude for your kind assistance.

Please respond to the questions in the questionnaire as objectively as possible. Further, try to give your own opinion or views.

Be informed that the Free State Education Department's approval to administer the questionnaire at schools has been sought and granted.

Thank you for your co-operation.

Yours truly



S.W.F. MOLOI

RESEARCH QUESTIONNAIRE

APPENDIX C

For Office Use

RESEARCH QUESTIONNAIRE: SCHOOL MANAGEMENT DEVELOPERS AS PROVIDERS OF IN-SERVICE TRAINING FOR SECONDARY EDUCATORS

Respondent number

V 1

Please answer the questions by drawing a circle (O) around a number in a shaded block or by writing your answer in the shaded space provided

SECTION 1: BIOGRAPHICAL INFORMATION

1.1 What is your gender?

Male	1	V 2	<input type="text"/>	5
Female	2			

1.2 What is your age group?

23 - 30 yrs	1	V 3	<input type="text"/>	6
31 - 40 yrs	2			
41 - 50 yrs	3			
51 - 60 yrs	4			
61 - 65 yrs	5			

1.3 What is your **highest** academic qualification?

Below matriculation	1	V 4	<input type="text"/>	7
Matriculation certificate	2			
Teachers Diploma	3			
Bachelors degree	4			
B.Ed (Honours)	5			
Masters Degree	6			
Doctorate	7			

1.4 What is your **highest** professional qualification?

Matric + P.T.C R E Q V 12	1	V 5	<input type="text"/>	8
Matric + 3 year training R E Q V 13	2			
Degree + 1 year training R E Q V 14	3			
Other (specify):				

SECTION 2 EVALUATION OF THE ROLE OF SCHOOL MANAGEMENT DEVELOPERS WITH RESPECT TO THEIR ROLE IN PROVISION OF INSET FOR SECONDARY SCHOOL EDUCATORS

There are no right or wrong answers in the following Sections. Please circle (O) an appropriate number in a shaded block to indicate your answer

2.1 I am receiving regular training about new strategies in teaching.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
5	4	3	2	1

V 6 9

2.2 I am consulted about the type of INSET programmes I receive.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
5	4	3	2	1

V 7 10

2.3 I am stimulated in finding more about my teaching obligations through INSET programmes.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
5	4	3	2	1

V 8 11

2.4 I am given an opportunity to interact with other educators teaching the same subjects in other schools.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
5	4	3	2	1

V 9 12

2.5 I am given training on how to use resources to reach my objectives in class.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
5	4	3	2	1

V 10 13

2.6 I am being provided with information on how other educators perform in the district.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
5	4	3	2	1

V 11 14

For Office Use

2.7 I am given an opportunity to follow the type of INSET I prefer.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
5	4	3	2	1

V 12 15

2.8 I receive appropriate INSET to be regarded as an expert in the subject I teach.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
5	4	3	2	1

V 13 16

2.9 The SMDs section pays all expenses of my participation in INSET programmes.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
5	4	3	2	1

V 14 17

2.10 The SMDs section arrange INSET days in the school calendar.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
5	4	3	2	1

V 15 18

SECTION 3. EVALUATION OF THE EFFECTIVENESS OF EDUCATORS IN IMPROVING TEACHING AND LEARNING.

3.1 Educators engage learners in pre-assessment activities.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
5	4	3	2	1

V 16 19

3.2 Educators are good at embedding ideas from in-service training (Inset days, coaching, courses, etc) into classroom practice.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
5	4	3	2	1

V 17 20

3.3 Educators share good practice within departments effectively.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
5	4	3	2	1

V 18 21

For Office Use

3.4 Educators share good practice between departments effectively.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
5	4	3	2	1

V 19 22

3.5 Educators apply guidelines for sound marking and reporting systems.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
5	4	3	2	1

V 20 23

3.6 Educators introduce the lesson (state objectives, review the lesson or create an instructional set) to their learners.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
5	4	3	2	1

V 21 24

3.7 Educators engage their learners in formative and summative evaluation.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
5	4	3	2	1

V 22 25

3.8 Educators inform learners about which factors will be evaluated in scoring.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
5	4	3	2	1

V 23 26

3.9 Educators hold meetings with other educators who teach the same subject (learning area).

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
5	4	3	2	1

V 24 27

3.10 Classroom activities are likely to engage learners in the process of learning.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
5	4	3	2	1

V 25 28

SECTION 4 DESIGNING A TEACHING AND LEARNING MODEL TO BE USED BY THABO MOFUTSANYANA SECONDARY SCHOOL EDUCATORS FOR LEARNER ACHIEVEMENT.

4.1 SMDs are engaged in monitoring the quality of teaching in schools.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
5	4	3	2	1

V 26 29

4.2 SMDs are engaged with coaching educators on drawing up school development plans.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
5	4	3	2	1

V 27 30

4.3 SMDs are aware of the impact made by school development plans in improving learner achievement.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
5	4	3	2	1

V 28 31

4.4 Educators are involved in designing learning programmes for the district.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
5	4	3	2	1

V 29 32

4.5 SMDs provide educators with skills following systematic approach to instructional design.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
5	4	3	2	1

V 30 33

4.6 Educators needs are considered when school development plans are drawn.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
5	4	3	2	1

V 31 34

For Office Use

4.7 SMDs act as a change agent for curriculum improvement.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
5	4	3	2	1

V 32 35

4.8 SMDs assist educators to be trained to plan, implement and evaluate programs.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
5	4	3	2	1

V 33 36

4.9 SMDs co-ordinate efforts of all groups and individuals working on curriculum problems.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
5	4	3	2	1

V 34 37

4.10 All members of staff would respond to the above questions in the same way.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
5	4	3	2	1

V 35 38

Thank you for your co-operation

APPENDIX D

**MAP OF THE FREE STATE PROVINCE INDICATING THABO
MOFUTSANYANA EDUCATION DISTRICT**

NORTHWEST UNIVERSITY
VUNISICHI YA BOKONG BOPHIRIMA
KOORDINES-UNIVERSITEIT
VAALEDRICHOENKAMPUS



2010-04-30

Akademie Administrasie
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VANDERBIJLPARK
1900