

# COACHING NORMS AND STANDARDS:

## Recruitment and Employment Management Practices

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## PURPOSE

This document presents two sets of norms and standards:

- Coach recruitment and employment (*Technical*: conditions of service, remuneration and increases, recruitment, certification, labour legislation, travel allowance, coach management, performance management, and competency assessment. *Professional*: coach profile including qualifications, experience, characteristics and competencies).
- Coaching management practices (onsite protocols, documentation, preparation, data, dosages, training).

As the purpose of these norms and standards is to standardise and regulate coaches and coaching, the following sections are included:

- *The need for norms and standards* in the South African context to regulate the services of coaches to Foundation Phases language teachers is detailed. This is in relation to how coaches are employed and recruited, and in terms of what is entailed in effective coaching practices.
- *The regulatory framework* that governs the norms and standards is referenced.
- *Guiding principles* are listed that ground the norms and standards in values that promote a philosophy of service provision and support. These principles and values are not coaching standards, but rather they help guide the delivery of coaching services to teachers.
- *Norms and standards* are listed in detail.
- *References* consulted complete the document.

## THE NEED FOR NORMS AND STANDARDS

The world is facing a global reading crisis as many countries have challenges with children, youth and adults who are unable to read well. South Africa, while being no exception, has the additional challenges of resource poor communities, often associated with low levels of parental literacy and insufficient exposure to books and reading as a part of daily life. Consensus is that these issues impact negatively on later success at school where children enter the system with gaps in their early literacy. And rather than the gap being reduced at school, it simply widens, impacting negatively on school success, retention and later life outcomes.

Currently South Africa's children are amongst some of the poorest performers in international reading assessments. For example, the 2016 'Progress in International Reading Literacy Study' (Howie et al, 2016) tested Grade 4 and Grade 5 reading in approximately 50 participating countries, including South Africa. PIRLS tested Grade 5 learners in isiZulu, English and Afrikaans and found that 49% of children could not read at the lowest benchmark of below 400 out of a possible 1000 points; while this rose to 78% when Grade 4 children were tested in their home languages. The results also indicated that learners in South African rural public schools performed worse than their urban counterparts in languages. Overall, the performance of South African learners in this international benchmarking assessment remained at the bottom of the study rankings, for example: South Africa performed 261 points below the Russian Federation which scored the highest number of points (581); and South Africa scored 180 points below the international centre point of 500. In order to ensure that reading skills in Grade 4 and 5 learners improve and develop, much attention is now focused on the development of early grade reading teaching and learning; and on the role that instructional coaches can play supporting and enhancing the pedagogical practices of Foundation Phase language teachers.

The role that instructional coaches play in the Foundation Phase has been widely acknowledged as an important lever in teacher development (Kerwin et al, 2017; Lucas et al, 2014; Piper et al, 2018; Piper et al, 2014). Coaches enter Foundation Phase classrooms, they observe teaching, and provide practical feedback on the teaching of reading and literacy. Kotze et al (2019) explain this role when they state, 'teachers only learn to do the work by doing the work, and not by being told to do the work, or being told how to do the work, or being told that they will be rewarded or punished for outcomes associated with the work.'

But as Kotze et al (2018) also caution:

It is recognised, however, that for instructional coaching to be effective, the coaches need to be carefully selected, thoroughly trained, and their role needs to be very clearly defined. There is evidence that in the absence of clearly defined roles, coaches increasingly take on administrative functions like distributing materials and collecting information (drawing from Fullan & Knight, 2011).

But no formal norms and standards existed to regulate the services of coaches to Foundation Phases language teachers, either in terms of how they are employed and recruited, or in terms of what effective coaching practice are and how these are implemented in schools and classrooms. Thus, the norms and standards presented here have particular and important relevance for those involved in implementing and monitoring reading interventions that use instructional coaches.

The following definitions are used in this document: A norm is regarded as a guideline about how participants should act within a given context; and standards are statements that define the expected

level of performance in terms of service delivery and quality. Minimum standards required to ensure that services are rendered in a specific, planned and effective manner.

Two recommendations are made:

1. The implementation of these norms and standards should be monitored and evaluated to ensure compliance and to measure the achievement with regards to the expected levels of coaching performance.
2. The outcomes of the monitoring process be used to review the norms and standards after three to five years.

## REGULATORY FRAMEWORK

The coaching norms and standards for coach recruitment and employment are guided by the details within the following policies:

- The *Constitution of the Republic of South Africa, 1996* is the supreme law of the land. No other law or government action can supersede the provisions of the Constitution.
- The *Labour Relations Act, Act 66 of 1995* which aims to improve economic development, social justice, labour peace and democracy in the workplace.
- The *Basic Conditions of Employment Act, Act 75 of 1997* gives effect to the right to fair labour practices referred to in section 23(1) of the Constitution by establishing and making provision for the regulation of basic conditions of employment; and thereby to comply with the obligations of the Republic as a member state of the International Labour Organisation.
- The *Employment Equity Act, Act 55 of 1998* aims to achieve equity in the workplace by promoting equal opportunity and fair treatment in employment. It does this through the elimination of unfair discrimination and through implementing affirmative action measures to redress the disadvantages in employment experienced by designated groups, in order to ensure equitable representation in all occupational categories and levels in the workforce.
- The *Skills Development Act, Act 97 of 1998* aims to improve the skills of workers by promoting education and training in the workplace. It governs the bodies established to encourage partnerships between the public and private sectors of the economy and help new entrants into the labour market to find work.
- The *National Qualifications Framework (NQF) Act 67 of 2008* mandated the South African Qualifications Authority (SAQA) to develop a national policy for the recognition of prior learning (RPL). The revised *National Policy for the Implementation of Recognition of Prior Learning (RPL)* provides for the implementation of RPL within the context of the National Qualifications Framework (NQF) Act 67 of 2008. It recognises different kinds of RPL and purposes for RPL in relation to different contexts and classifications of knowledge, skills, competencies, qualifications and part qualifications in the national learning system.
- The *South African Council for Educators Act, Act 31 OF 2000* established SACE as a professional council that aims to enhance the status of the teaching profession and promote development of educators and their professional conduct.

## GUIDING PRINCIPLES

The coaching norms and standards are grounded in a set of principles and values that promote a philosophy of service provision and support. These principles and values are not coaching standards, but rather they help guide the delivery of coaching services to teachers.

### **Accountability**

Everyone who intervenes in the lives of teachers and indirectly learners should be held accountable for the delivery of appropriate and quality services.

### **Empowerment**

The resourcefulness of coaches should be promoted by providing opportunities to use and build their own capacity and support networks to enhance their own sense of responsibility.

### **Rights**

All South Africans have the right to education regardless of political or religious beliefs, ethno-cultural background, (dis)ability, gender identity and/or sexual orientation. Coaches must respect and be sensitive to the diversity of teachers and learners as must employees when recruiting coaches.

### **Non-Judgemental**

The coach will create and maintain an atmosphere of dignity and respect for all teachers and learners and will provide coaching services in a non-judgmental manner.

### **Collaboration**

Teachers are part of a larger network of classrooms, schools, communities and officials. Collaboration within this network is important to ensure effective and co-ordinated coaching services.

### **Appropriateness**

All coaching should be the most appropriate for the individual teachers, the school and the classrooms.

### **Privacy and Confidentiality**

Coaches often have access to sensitive personal information about teachers and learners. Protecting the privacy and confidentiality of such personal information is of the utmost importance.

## NORMS & STANDARDS: RECRUITMENT & EMPLOYMENT

This section begins by listing the overall norms to be followed in relation to recruitment and employment; it then provides details on individual standards for coach recruitment and employment.

*Table 1: Norms for Recruitment & Employment*

Norms	
Section 1: Planning	
1.1	Selection criteria for recruitment established
1.2	Advert developed is straightforward and transparent
1.3	Multiple strategies used to source prospective candidates
1.4	Conditions of service established
Section 2: Applying	
2.1	Applicants screened and shortlisted
Section 3: Interviewing	
3.1	Interview principles developed
3.2	Interview instrument developed
3.3	Interview selection committee convened
3.4	Interviews conducted
Section 4: Contracting	
4.1	Contract is developed and signed
4.2	Coach performance appraisal implemented



Table 2: Standards for Recruitment &amp; Employment

Sub-Section	Norms	Standards
1. Planning	1.1 Selection criteria for recruitment established	1.1.1 Minimum eligibility criteria established including (but not limited to): 1.1.1.1 Formal qualifications (diploma / degree) and / or informal skills acquired to do the work (to reduce discriminatory practices) 1.1.1.2 Teaching experience AND / OR other relevant experience (to reduce discriminatory practices) 1.1.1.3 Basic technical knowledge (laptop; smart phone; tablet; email; internet searches; etc) 1.1.1.4 Training experience 1.1.1.5 Locally situated to the extent that it is possible (preferably no more than 100 km from central location) 1.1.1.6 Language requirements (as specified) 1.1.1.7 Ability to perform job functions (driver's license; enthusiasm; stamina; open to learning; relevant knowledge) 1.1.1.8 Probation period and induction (three months / one term) 1.1.1.9 Declaration of conflict of interest AND / OR other work 1.1.1.10 Documents to be provided (driver's license; cv; certifications; police clearance) 1.1.1.11 Contactable, recent and relevant references
	1.2 Advert developed is clear, straightforward and transparent	1.2.1 Timeframe for application provided (two weeks to apply; two weeks to short list; two weeks to interview; one week to appoint successful candidate; one week to inform unsuccessful candidates) 1.2.2 Basic eligibility criteria specified (see 1.1.1 above) 1.2.3 Does not favour, prejudice or discriminate (except on grounds of language) 1.2.4 In line with the job content, the post and specifications 1.2.5 Caters for attracting potential 1.2.6 Language and style of advertisement is clear and unambiguous
	1.3 Multiple strategies used to source prospective candidates	1.3.1 Advertisement placed in local newspapers 1.3.2 Listing posted on social media (Facebook; NGO Pulse) 1.3.3 'Word of mouth' messaging through established networks

Sub-Section	Norms	Standards
		<p>1.3.4 'Head hunting' AND / OR 'poaching' from within established networks (with the exclusion of DBE officials and in-service teachers)</p> <p>1.3.5 Should DBE officials and / or in-service teachers apply of their own volition, their applications will be handled in the same manner as all other application.</p>
	1.4 Conditions of service established	<p>1.4.1 Basic salary aligned to that of Education Specialist Level 9, for example:</p> <p>1.4.1.1 From 1 April 2019 R 376,596 annually for one years' experiences to R 443 601 annually for two or more years' experiences</p> <p>1.4.2 Subsistence allowance:</p> <p>1.4.2.1 Defined by SARS, 'any allowance paid by the employer to the employee to cover accommodation, meals or incidentals costs where the employee is, by reason of the duties of his or her office or employment, obliged to spend at least one night away from his or her usual place of residence in the Republic'</p> <p>1.4.2.2 SARS 2020 rate of R 435 per day (lunch and dinner unless provided) and R 1,300 per night bed and breakfast accommodation as per 2019 sector norms</p> <p>1.4.2.3 Both allowances only apply if the coach is required to travel outside the designated coaching radius of 200 km return from accepted centre of operations</p> <p>1.4.3 Travel allowance:</p> <p>1.4.4 Defined by SARS, 'any allowance paid, or advance granted by the employer to the employee for the use of his or her private motor vehicle for the employer's business purposes'</p> <p>1.4.5 The employees' tax deducted in respect of the travel allowance must be reflected as Pay-As-You-Earn (PAYE)</p> <p>1.4.6 The total travel allowance (100%) must be reflected on the IRP5 certificate under code 3701</p> <p>1.4.7 R 3.61 per kilometre (from 1 March 2018)</p> <p>1.4.8 Communication allowance:</p> <p>1.4.8.1 Coaches to be provided with 2 GB data per month</p>

Sub-Section	Norms	Standards
		1.4.9 The employee has Group Life Benefit to provide coaches with death benefits (all terms and conditions apply) 1.4.10 Leave as defined in the Basic Conditions of Employment Act, Act 75 of 1997.
2. Applying	2.1 Applicants screened and shortlisted	2.1.1 Screening criteria developed and aligned to job content and selection criteria 2.1.2 Criteria applied in a consistent manner across all applications 2.1.3 Certificates submitted checked with relevant institutions. 2.1.4 Letters of regret drafted and sent to unsuccessful applicants 2.1.5 Unsuccessful applications kept on record 2.1.6 Letters of invitation to attend interview drafted and sent to shortlisted candidates 2.1.7 Screening and shortlisting processes kept on record
3. Interviewing	3.1 Interview principles developed	3.1.1 Interviewing principles established including (but not limited to): 3.1.1.1 Reducing applicant stress 3.1.1.2 Considering questions carefully to account for cultural differences 3.1.1.3 Respecting right to privacy and confidentiality 3.1.1.4 Confining questions to interview objectives 3.1.1.5 Being consistent 3.1.1.6 Asking all questions to all candidates
	3.2 Interview instrument developed	3.2.1 Interview schedule is developed according to job specifications and requirements including (but not limited to) areas such as: 3.2.1.1 Formal knowledge (for example: Foundation Phase; reading; South African languages; teaching reading; etc) 3.2.1.2 Operational knowledge (for example: working in schools and classrooms; writing reports; data collection; etc) 3.2.1.3 Skills and expertise (for example: coaching; mentoring; being a reader; etc) 3.2.1.4 Experience (for example: working in similar jobs) 3.2.1.5 Aptitude / attitude / behaviour (for example: positive; open to learning; letting go of past practices and assumptions) 3.2.2 Appropriate weightings and ratings assigned to each interview area

Sub-Section	Norms	Standards
		3.2.3 Important information provided during interview (salary scale; job specifications)
	3.3 Interview selection committee convened	3.3.1 Interview selection committee members are: 3.3.1.1 Fully conversant with the job description, post and specifications as advertised 3.3.1.2 Fully conversant with the selection instrument and its application 3.3.1.3 Fully informed about particulars of short-listed candidates
	3.4 Interviews conducted	3.4.1 Committee members take notes and record ratings 3.4.2 Ratings are consolidated after each interview 3.4.3 Final decision made after all interviews are conducted 3.4.4 Letters of regret drafted and sent to unsuccessful applicants 3.4.5 Formal job offer made in writing to successful applicant 3.4.6 All notes and ratings kept on record
4. Employing	4.1 Contract is developed and signed	4.1.1 Terms and conditions regulated by the Basic Conditions of Employment Act 75 of 1997 4.1.2 Short fixed term contract developed in compliance with labour law stipulating severance pay after two years continuous service 4.1.3 Clauses regulating the following conditions to be included (but not limited to): 4.1.3.1 Confidentiality 4.1.3.2 Copyright 4.1.3.3 Probation period including induction 4.1.3.4 Resource provisioning 4.1.3.5 Lines of accountability 4.1.3.6 Salary, benefits and allowances (travel; accommodation; sustenance; medical aid) 4.1.4 Employer takes the employee through the contract 4.1.5 Contract pages are initialled by employer and employee 4.1.6 Contract is signed and dated by employer and employee 4.1.7 Two independent witnesses sign the contract

Sub-Section	Norms	Standards
	4.2 Coach performance appraisal implemented	<div data-bbox="1066 268 2000 325">4.2.1 Standardised, regular coach performance appraisals conducted at least once a year</div> <div data-bbox="1066 336 2000 394">4.2.2 Outcomes used to provide coaches with targeted professional development opportunities</div> <div data-bbox="1066 405 2000 430">4.2.3 Financial incentives and / or bonuses aligned to appraisal outcomes</div>

## NORMS & STANDARDS: COACHING MANAGEMENT PRACTICES

This section begins by listing the overall norms to be followed in relation to coaching management practices; it then provides details on individual standards for coaching management practices.

*Table 3: Norms for Coaching Management Practices*

Norms	
Section 1: Coaching data and records	
1.1	Data collection framework established
1.2	Recording processes established
Section 2: Coaching dosage	
2.1	Coaching dosage clarified
2.2	Teacher training dosage established
2.3	Teacher support dosage established
Section 3: Coaching protocols	
3.1	Protocols for training established
3.2	Protocols for school visits established
3.3	Protocols for classroom visits established
3.4	Protocols for reflective conversations established

Table 4: Standards for Coaching Management Practices

Sub-Section	Norms	Standards
1. Coaching data and records	1.1 Data collection framework established	<p>1.1.1 General biographical data collected on Excel spreadsheets and updated quarterly, including:</p> <p>1.1.1.1 School data (province; district; circuit; EMIS number; geographical location; telephone; email; clusters)</p> <p>1.1.1.2 SMT data (names of principals, deputies, FP Departmental Heads; ID numbers; SACE numbers; genders; cell numbers; emails)</p> <p>1.1.1.3 Teacher data (teacher's name; ID number; SACE number; gender; cell number; email; grades and language/s taught)</p> <p>1.1.1.4 Coach data (name; ID number; gender; cell number; email; teachers supported; schools supported; grades and language/s taught)</p> <p>1.1.1.5 Learner data (numbers; genders; teachers; grades and languages)</p> <p>1.1.2 Training data collected on Excel spreadsheets after each training, including:</p> <p>1.1.2.1 Number of quarterly trainings attended by SMTs including FP Departmental Heads</p> <p>1.1.2.2 Number of quarterly trainings attended by teachers</p> <p>1.1.2.3 Number of quarterly resources provided to FP Departmental Heads</p> <p>1.1.2.4 Number of quarterly resources provided to teachers</p> <p>1.1.3 Support data collected on Excel spreadsheets including:</p> <p>1.1.3.1 # individual support days planned for teachers</p> <p>1.1.3.2 # individual support days received by teachers</p> <p>1.1.3.3 # needs-driven workshops planned for teachers</p> <p>1.1.3.4 # needs-driven workshops attended by teachers</p> <p>1.1.3.5 # interactions planned for FP Departmental Heads</p> <p>1.1.3.6 # interactions held with FP Departmental Heads</p> <p>1.1.4 Curriculum coverage data collected quarterly on Excel spreadsheets, including:</p> <p>1.1.4.1 Percentage curriculum coverage (teacher; grade; language; language component)</p> <p>1.1.5 WhatsApp groups established for clusters of teachers</p>

Sub-Section	Norms	Standards
	1.2 Recording processes established	<p>1.2.1 Coaching records developed, including (but not limited to)</p> <p>1.2.1.1 Attendance register (school; teacher; date; arrival time; departure time; school stamp; SMT signature; teachers' signatures)</p> <p>1.2.2 Teacher progress instrument developed, including (but are not limited to):</p> <p>1.2.2.1 Teacher biographical information (teacher's name; ID number; SACE number; gender; cell number; email; grade; language/s)</p> <p>1.2.2.2 Coach biographical data (name; ID number; gender; cell number; email; teachers supported; schools supported; grades; language/s)</p> <p>1.2.2.3 Date and time of support visit</p> <p>1.2.2.4 Subject / grade / lesson observed</p> <p>1.2.2.5 Evidence of teacher preparation (relevant displays; resources)</p> <p>1.2.2.6 Lesson positives</p> <p>1.2.2.7 Lesson challenges</p> <p>1.2.2.8 Suggested strategies to mitigate challenges observed</p> <p>1.2.2.9 Supportive learning environment</p> <p>1.2.2.10 Teaching pace</p> <p>1.2.2.11 Learner reading skills</p> <p>1.2.2.12 Overall lesson rating (good; average; weak)</p> <p>1.2.2.13 Targets and actions for the way forward</p> <p>1.2.2.14 Coach and teacher signatures</p> <p>1.2.3 Guidelines for monitoring teacher records developed, including (but are not limited to):</p> <p>1.2.3.1 Lesson plans (structured learning programme provided and in use)</p> <p>1.2.3.2 Curriculum trackers (provided and completed)</p> <p>1.2.3.3 Assessment records (learner names; assessment tasks; assessment ratings; SA-SAMs records; assessment totals)</p> <p>1.2.4 Guidelines for monitoring learner exercise books developed, including (but are not limited to):</p> <p>1.2.4.1 Layout of work (date; heading)</p> <p>1.2.4.2 Number of learner activities (appropriate quantity)</p>



Sub-Section	Norms	Standards
		1.2.4.3 Checking by peers or teacher (signed; dated) 1.2.4.4 Marking by peers or teacher (signed; dated; errors noted) 1.2.4.5 Constructive feedback to learners 1.2.4.6 Learner corrections 1.2.4.7 Evidence of coverage in relation to structured learning programme 1.2.4.8 Evidence of SMT monitoring
2. Coaching dosage	2.1 Coaching dosage clarified	2.1.1 Distinguish between three kinds of dosage, namely: 2.1.1.1 <u>Dosage intended</u> . How much and how often an intervention is intended to be offered as per the intervention design and budget 2.1.1.2 <u>Dosage offered</u> . How much of the required intervention a provider delivers (when a coach goes to a school) 2.1.1.3 <u>Dosage received</u> . How much of an intervention teachers receive (based on teacher attendance in the classroom)
	2.2 Teacher training dosage established	2.2.1 Establish dimensions of teacher training dosage, including (but not limited to): 2.2.1.1 Training parameters negotiated with ELRC and province 2.2.1.2 Annual training schedule developed 2.2.1.3 Training circular developed for Circuit Managers 2.2.1.4 Training frequency clarified (four training sessions per year) 2.2.1.5 Training intensity clarified (six to eight training hours per session for EFAL; six to eight training hours per session for HL) 2.2.1.6 Training fidelity clarified (master training to prepare coaches as trainers)
	2.3 Teacher support dosage established	2.3.1 Ratio of coach to teacher determined by number of coaches provided and geographical location of schools; but recommended as 1:30 maximum 2.3.2 Establish dimensions of teacher support dosage, including (but not limited to): 2.3.2.1 Minimum of one monthly classroom support visit provided to individual teachers 2.3.2.2 Minimum of six lessons observed by coach each quarter per teacher spread across different language components

Sub-Section	Norms	Standards
		2.3.2.3 Maximum of one quarterly lesson demonstration by coach per language component
3. Coaching protocols	3.1 Protocols for training established	<p>3.1.1 Pre-training activities:</p> <p>3.1.1.1 Coaches provided with master training to enhance facilitation skills and to develop pedagogical mastery</p> <p>3.1.1.2 Training planning and logistics done in collaboration with provincial circuit managers and subject advisors</p> <p>3.1.1.3 Venues and catering organised in advance</p> <p>3.1.1.4 Reminder messages sent to SMTs (including FP Departmental heads) and teachers a week in advance</p> <p>3.1.1.5 Follow-up reminder messages sent to SMTs (including FP Departmental heads) and teachers a day in advance</p> <p>3.1.1.6 All necessary resources and technology collated and checked</p> <p>3.1.1.7 Coaches prepare thoroughly for the training</p> <p>3.1.2 Training activities</p> <p>3.1.2.1 Arrive one hour before scheduled starting time</p> <p>3.1.2.2 Training room set up according to workshop design</p> <p>3.1.2.3 Resources organised</p> <p>3.1.2.4 Attendance registers at door</p> <p>3.1.2.5 Participants welcomed on arrival</p> <p>3.1.2.6 Participants complete attendance register</p> <p>3.1.2.7 Participants informed about emergency exits and rest rooms</p> <p>3.1.2.8 Training begins with an icebreaker OR reflection</p> <p>3.1.2.9 Training plan followed</p> <p>3.1.2.10 Time managed efficiently</p> <p>3.1.2.11 Participants complete workshop evaluation</p> <p>3.1.3 Post-training activities</p> <p>3.1.3.1 Attendance registers collated</p> <p>3.1.3.2 Venue tidied and remaining resources removed</p> <p>3.1.3.3 Training data recorded</p>

Sub-Section	Norms	Standards
	3.2 Protocols for school visits established	<p>3.2.1 Prepare for school visits including (but not limited to):</p> <p>3.2.1.1 Monthly teacher support timetable developed</p> <p>3.2.1.2 Principals and teachers contacted a week in advance of school visits</p> <p>3.2.1.3 Teachers reminded of school visits the day before</p> <p>3.2.2 Conduct school visits including (but not limited to):</p> <p>3.2.2.1 Arrive at school 30 minutes before first lesson observation begins</p> <p>3.2.2.2 Report to the school administration offices</p> <p>3.2.2.3 Greet the principal, SMT member or administrative representative</p> <p>3.2.2.4 Go to classroom</p> <p>3.2.2.5 Record visit in the school logbook</p> <p>3.2.2.6 SMT member signs and stamps coach attendance register</p>
	3.3 Protocols for classroom visits established	<p>3.3.1 General classroom principles including (but not limited to):</p> <p>3.3.1.1 Knock and enter when instructed</p> <p>3.3.1.2 Greet the teacher and learners</p> <p>3.3.1.3 Consult with the teacher as to the lesson content</p> <p>3.3.1.4 Sit where instructed</p> <p>3.3.1.5 Collect teacher record books and five randomly selected learner exercise books</p> <p>3.3.1.6 Thank teacher and learners at the end of the lesson</p> <p>3.3.1.7 Organise a time for lesson discussion</p> <p>3.3.1.8 Demonstrate methodological components of lessons prearranged and on request</p> <p>3.3.1.9 Do not interrupt teacher while she / he is teaching unless teacher requests assistance</p> <p>3.3.2 Complete the teacher progress instrument</p> <p>3.3.3 Monitor teacher records using guidelines provided</p> <p>3.3.4 Monitor learner workbooks using guidelines provided</p> <p>3.3.5 Listen to two to three learners reading during activity time or break time</p>
	3.4 Protocols for reflective conversations established	3.4.1 Provide feedback to teacher(s) as soon as possible after lesson observation(s)

Sub-Section	Norms	Standards
		<p>3.4.2 Facilitate a reflective conversation with the teacher by asking questions, including but not limited to:</p> <p>3.4.2.1 How could I assist you with lesson preparation?</p> <p>3.4.2.2 What do you think worked well in your lesson?</p> <p>3.4.2.3 What did not work well in your lesson?</p> <p>3.4.2.4 How could you address these issues?</p> <p>3.4.2.5 How do you think your learners felt during the lesson?</p> <p>3.4.2.6 How do you think your learners are progressing with learning to read?</p> <p>3.4.2.7 To what extent did you manage time efficiently?</p> <p>3.4.2.8 How well do you think you keep your records?</p> <p>3.4.2.9 How could you increase and / or improve the work in learner exercise books?</p> <p>3.4.2.10 How would you rate your lesson? Good; average; weak</p> <p>3.4.2.11 What would you like to work on for my next visit?</p> <p>3.4.2.12 Would you like to see what I recorded?</p> <p>3.4.3 Coach and teacher sign document</p> <p>3.4.4 Teacher signs coach attendance register</p> <p>3.4.5 School visit data recorded</p>

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