RAPID REVIEW

COACHING PROGRAMMES AND MATERIALS

CONTRACT NUMBER: 43266009

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CONTENTS

TABLES

FIGURES

ACRONYMS

CHE	Council for Higher Education
CPTD	Continuing Professional Teacher Development
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
EFAL	English First Additional Language
EGRS	Early Grade Reading Study
ETDP-SETA	Education Training and Development Practices sector Education and Training Authority
GPLMS	Gauteng Primary Language and Mathematics Strategy
GROW	Goal Reality Opportunities Way
HEI	Higher Education Institution
HEQC	Higher Education Quality Committee
HEQSF	Higher Education Qualification Sub-Framework
HOD	Head of Department
NGO	Non-Governmental Organisation
NMI	Nelson Mandela Institute
NQF	National Qualifications Framework
PSRIP	Primary School Reading Improvement Programme
RCT	Randomised Control Trial
RSP	Reading Support Project
SACE	South African Council for Educators
SAQA	South African Qualifications Authority
SLP	Structured Learning Programme
UNICEF	United Nations International Children's Emergency Fund
UNISA	University of South Africa
ZENLIT	Zenex Literacy Project

PURPOSE

This document presents a rapid review of coaching programmes and materials that have been successfully used in South Africa for early grade literacy. The review incorporates the experiences of local sources including higher education institutions, SACE, training organisations and NGOs.

As the purpose of this review is to inform the course outline by establishing the status quo concerning coaches, coaching and coach development, the following sections are included:

- *Methodology* which provides details on how the review was conducted.

- *Key findings* which summarise the high-level conclusions drawn from the review.

- *Detailed findings and implications* which are drawn from three main sources of review data, namely; online survey of successful coaching projects implemented in South Africa in the last five years; desktop review of accredited coaching coaches currently offered by local institutions and organisations; and issues of course accreditation.

- *Appendices* which contain the survey instrument sent to local coaching projects, a list of survey respondents and the survey results. A list of institutional respondents contacted concerning current coaching courses on offer is also included.

METHODOLOGY

Much like the Randomised Control Trial (RCT), the Rapid Review has its roots in the medical field where it is defined as an, '… assessment of what is already known about a policy or practice issue, by using systematic review methods to search and critically appraise existing research'[1].

Rapid Reviews '… aim to be rigorous and explicit in method and thus systematic but make concessions to the breadth or depth of the process by limiting particular aspects of the systematic review process'[2] as they are time sensitive. The methodology identifies several legitimate techniques that may be used to shorten the timescale yet still provide answers to the review question, including:

- Focusing the review question
- Using broad search strategies
- Conducting a review of reviews
- Extracting key variables

The table below details the techniques used in this Rapid Review.

Table 1: Rapid Review Techniques

Technique	Details
Focussed Question	What coaching programmes and materials have been successfully used in South Africa for early grade literacy; and how will they inform the course outline by establishing the status quo concerning coaches, coaching and coach development?
Search Strategies (including reviews)	In order to respond to the focussed question, several strategies were used, namely: 1. Local *service providers* that implemented Foundation Phase language projects using coaches (from 2013 to date) were identified (11 in total). An online survey was sent to these providers to collect targeted information on coaching. Reports were generated and findings analysed. 2. Local *tertiary institutions* that could potentially already offer accredited coaching courses were identified (31 in total). Website searches were conducted, and each institution was contacted for telephonic follow-up. Findings were used to draw conclusions on the importance of a new coaching course. 3. A desktop review was conducted into three *course accreditation* options. The advantages, disadvantages and cost implications of each were extracted to inform the way forward.
Key Variables	The following were identified as key variables of interest from each of the three strategies detailed above: *Local service providers:* 1. Recruitment 2. Employment 3. Coaching practices 4. Professional development 5. Resources 6. Coach management *Tertiary institutions:* 1. Institution 2. Course availability 3. NQF Level 4. Entry requirements 5. Course content *Course accreditation* 1. Providers 2. Process 3. Financial implications 4. Weighting 5. Assessment 6. Course design 7. Implementation model

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[1] Grant MJ & Booth A (2009) A typology of reviews: an analysis of 14 review types and associated methodologies. *Health Information and Libraries Journal*, 26, pp. 91–108

[2] Butler G, Deaton S, Hodgkinson J, Holmes, E. & Marshall, S (2005) Quick but not Dirty: Rapid Evidence Assessments as a Decision Support Tool in Social Policy. 2005. Available from: http://www.gsr.gov.uk/downloads/new_research/archive//quick_not_dirty05.pdf (accessed 23 April 2019)

KEY FINDINGS

The following are the main findings from the Rapid Review:

1. Many organisations utilise coaches as a recognised teacher support and development strategy.

2. However, there is little consistency across these providers in relation to:
   a. Approach to teacher support and development
   b. Relationship management and stakeholder engagement
   c. Recruitment (communication; entry requirements; salary scales; resource provisioning; interviewing process)
   d. Conditions of service (benefits; travel; relocation; accommodation; dosage alignment in relation to distances, teacher numbers, etc)

3. Individual projects and funders determine the coaching model in terms of dosage, for example; while the change theory developed within different service providers impacts on the way the coaching model is interpreted and then implemented.

4. It is widely acknowledged that coaches themselves need professional development, regardless of paper-based qualifications and experiences.

5. A standardised model of coaching is not followed, and while this is not problematic as many different approaches do exist, the wide-ranging a*d hoc* nature of coaching should be discouraged given coaches' current skills' levels.

6. Coach accountability is acknowledged as important; but different strategies are used to secure this (performance appraisal; quality assurance; supervision; monitoring).

7. Some form of school-based monitoring is required for teachers to be fully supported; it is generally accepted that this should be through structured HOD engagement with teachers.

8. The Department of Basic Education's (DBE) approach of providing teachers with structured learning programmes (SLPs) is widely acknowledged and used by service providers; though in relation to specific iterations of SLPs developed for projects.

9. Clear guidelines concerning the role that data plays in the coaching process do not exist; thus, no cross-project conclusions can be drawn about the relationship between coaching and teacher learning.

10. Similarly, the way coaches keep reports varies greatly across different projects.

11. Currently, no accredited course exists to directly target the development of coaches who work with Foundation Phase language teachers at an appropriate NQF level (5).

DETAILED FINDINGS & IMPLICATIONS

This section presents detailed findings and implications from the three main sources of review data, namely; online survey of successful coaching projects implemented in South Africa in the last five years; desktop review of accredited coaching coaches currently offered by local institutions and organisations; and issues of course accreditation.

1. Coaching Projects

As was detailed in the methodology section, local service providers that implemented Foundation Phase language projects using coaches (from 2013 to date) were identified (see Appendix A). The identification process was negotiated with the Department of Basic Education (DBE), UNICEF and the Consortium, all who have experience with coaching interventions. An online survey (see Appendix D) was developed and sent to 11 providers to collect targeted information on coaching. In order to collect data rich in detail, more than one person per project was targeted, where possible. Surveys were submitted by 12 people across eight projects as the remaining three indicated that Foundation Phase language coaches were not used.

The table below summarises the findings from the survey referencing figures and tables that summarise survey results (see Appendix B). The table also details the implications of these findings on how they will be used to inform the development of an accredited coaching course.

Table 2: Survey Findings and Implications

FINDINGS	REFERENCES	IMPLICATIONS
General		
1. Approximately 75% of projects surveyed employed between 1 and 20 Foundation Phase language coaches. Projects no longer deploy large numbers of coaches as was the case in the Gauteng Primary Language and Mathematics Strategy (GPLMS).	*Figure 1*	*Norms & Standards (Recruitment & Employment)* • The number of coaches used in projects determines the management and operational structures used to monitor and support coaches.
2. All projects targeted individual teachers as their direct coaching beneficiaries. It was reported that just over half of the projects targeted a combination of Heads of Department (HODs), principals and deputy principals in addition to teachers.	*Figure 2*	*Coaching Course Outline:* • This finding supports the plan to focus the coaching course on the needs of teachers. • But some attention needs to be given to developing teacher monitoring and support skills in school-based curriculum leaders.
3. It was reported that coaches also interacted indirectly with many stakeholders including teachers, HODs, principals, deputy principals and subject advisors.	*Figure 3*	*Norms & Standards (Coaching Management Practices)* • Onsite protocols need to be formalised to govern coaches' interactions with school stakeholders and departmental officials. • A standardised approach to teacher support needs to be established.
4. A variety of procedures were followed when coaches visit schools. For example, it was reported that coaches conducted pre-lesson discussions with teachers, demonstrated and observed lessons, monitored learner exercise books and	*Table 6*	*Coaching Course Outline:* • Coaches need to be provided with the skills to manage these diverse relationships.

FINDINGS	REFERENCES	IMPLICATIONS
conducted teacher reflection sessions. These tasks were preceded by check-in sessions at the administration office and were followed by a range of record keeping strategies.		
5. Coaching in the projects surveyed was provided to Foundation Phase teachers who teach all South African official languages, except for SiSwati at that level. Over 60% of projects also covered English First Additional Language (EFAL).	*Figure 4*	*Coaching Course Outline:* • This supports the plan to include materials in all South African languages in the coaching course at home language level and English at first additional language level.
Recruitment		

6. Recruitment strategies included an equal combination of advertising and consulting the data bases of previous projects. Slightly less attention was paid to word of mouth strategies. Some projects head hunt from other NGOs and from the department itself.	*Figure 5*	*Norms & Standards (Recruitment & Employment)*
		• More consistency and rigour is required in terms of how coaches are recruited. For example:
		  o A tighter set of recruitment strategies need to be developed with priorities and objectives.
		  o 'Head-hunting' from within the department should be discouraged.
		  o Entry level requirements for coaches should be standardised and aligned to the NQF level of the coaching course.
		  o A standardised interview instrument aligned to contractual issues should be developed; considering South African labour regulations.
		  o Salaries should be standardised according to a grading system like the Paterson job grading bands.

7. While there is little consistency concerning the entry level requirements for coaches, it does seem as if either a degree or diploma (teaching or professional) was required by most projects. While teaching experience was a requirement in 20% of projects, management experience was not considered to be a requirement in any project.	*Figure 6*	
8. Projects interview potential coaches about a wide range of topics; while there is little consistency or coherence around interview topics, those reported together create a useful matrix of topics.	*Figure 7*	
9. The majority of projects (over 90%) employ coaches in a full-time capacity.	*Figure 8*	
10. Consistency does exist concerning coach remuneration. Current projects offer between R 30,000 and R 40,000 per month. While projects that ended 2 to 3 years ago offered between R 20,000 and R 30,000 per month.	*Figure 9*	
Conditions of Service		
11. While more than half of the respondents included inflation-related salary increases in the coaches' conditions of service, very few offered benefits like medical aid, pension or provident fund allowances. This speaks directly to the	*Figure 10*	*Norms & Standards (Recruitment & Employment)* • More consistency and rigour are also required in the conditions of service for coaches. For example:

FINDINGS	REFERENCES	IMPLICATIONS
kind of contract that coaches entered with their employees.		o Package benefits should be standardised according to South African labour regulations.
12. Three-quarters of the projects offered coaches travel allowances but with different conditions, for example: a. Use own car or leased car b. Kms capped at 4000 km c. Can claim between R 3,50 to R 3,75 per km	*Figure 11*	o Some flexibility should exist in the use of either own or leased cars; but the km rate claimed from projects should be according to AA rates. o Relocation, accommodation and sustenance parameters should be aligned to the project location and to the kms travelled daily.
13. Just over 30% of the projects provided coaches with accommodation.	*Figure 12*	
14. Sustenance allowances were provided at the following average rates: a. Breakfast rate R 74 b. Lunch rate R 80 c. Dinner rate R 135	*Figure 13*	
15. About 65% of projects required coaches to relocate as presumably they did not live close enough to the schools. This speaks to the challenge of sourcing suitably qualified and experienced coaches relatively close to rural schools.	*Figure 14*	
Coaching Resources		
16. Coached were provided with some practical resources in order to function effectively. These included: laptop; data projector; petrol card; speakers; airtime; data.	*Figure 15*	*Norms & Standards (Recruitment & Employment)* • Coaches need practical resources in order to do their jobs effectively. The range of these resources can be defined, and their costs should be built into project proposals and quotations.
17. Coaches were also provided with professional resources in order to be able to provide teacher with the support required. These included: curriculum programmes for teachers to follow and methodological videos to demonstrate best practice. In addition, readings were given to coaches directly associated to the approach taken by individual projects (in this case Professional Learning Communities; Natural Playgrounds).	*Figure 16*	• It is equally clear that professional resources directly linked to Foundation Phase languages need to be provided to coaches. The broad parameters of these resources can be defined but some flexibility needs to exist concerning the exact form that they take.
Coach Management		
18. The reporting structure is clearly related to the number of coaches in each project. When there are more than 15 coaches, then someone other than the project manager / director is employed to manage their day-to-day work.	*Figure 17*	*Norms & Standards (Coaching Management Practices)* • Clear lines of accountability are required. This is especially important given that coaching happens in context and is dependent on a high degree of professionalism and self-monitoring.
19. While only 70% of projects conducted performance appraisal for coaches, all of them offered professional development opportunities to	*Figure 18* *Figure 19*	• Standardised, regular coach performance appraisals should be

FINDINGS	REFERENCES	IMPLICATIONS
coaches. The link between appraisal and development is unclear.		conducted, which in turn inform should be used to inform professional development requirements.
20. Most projects use the GROW model of coaching (Goal; Reality; Opportunities; Way). But other models are also in operation. A consistent coaching model is required.	*Figure 20*	*Coaching Course Outline:* • A standardised model of coaching should be implemented which draws on local and international literature and experiences.
Coaching Dosage		
21. A range of dosages were reported in coaching projects. Some coaches worked in schools for 30 hours per month, but not with individual teachers. Other coaches provided three hours of individualised teacher support per month and 11 hours per month to HODs.	*Figure 21*	*Norms & Standards (Coaching Management Practices)* • Training and support dosages need to be clearly defined. Evidence from successful coaching projects should be used to establish the necessary parameters for effective training and coaching.
22. All projects provided training for teachers but with variation in the number of hours reported from five hours to more than three days.	*Figure 22* *Figure 23*	*Coaching Course Outline:* • The role of HODs in coaching and support needs to be clearly set out.
23. In projects where HODs were the main beneficiaries, training lasted for three or more days.	*Figure 24* *Figure 25*	
24. In general, teachers are trained four times a year with HODs attending as teachers. Each training session is approximately two days.	*Table 7*	
Coach Development		
25. Less than 40% of projects put coaches through an accredited coaching course. In all cases the course was accredited through the Matthew Goniwe School of Leadership and Governance.	*Figure 26*	*Coaching Course Outline:* • The necessity for an accredited course for coaches was supported by these findings. • Decisions need to be made concerning the NQF level of the course so that it can be as inclusive as possible. • A range of formal assessment strategies should be included in the course to meet the needs of diverse groups of beneficiaries and these must be clearly stipulated. • The course needs to include, but not be limited by, issues pertaining to curriculum, teaching practices, coaching and the use of resources.
26. Even though all relevant projects indicated the same accredited coaching course, there was discrepancy over the NQF level with half of the respondents indicating Level 5 and the other half Level 6.	*Figure 27*	
27. A combination of form of formal assessment types were used in the accredited coaching course, for example: portfolios of evidence; examinations; and assignments. It is assumed that the respondents indicating 'none' were from projects other than GPLMS where the Matthew Goniwe course was used.	*Figure 28*	
28. Participants provided a detailed list of areas where coaches need professional development. These areas include curriculum, teaching practices, coaching and resources.	*Table 6*	

FINDINGS	REFERENCES	IMPLICATIONS
Coaching Records		
29. All respondents noted that they required coaches to keep records and to collect data for submission. However, there was little consistency concerning the type of data collected, the way coaches recorded coaching sessions and the frequency with which these key tasks were conducted.	*Table 6* *Table 8*	*Norms & Standards (Coaching Management Practices)* • Standardised reporting requirements, linked directly to the coaching model, need to be built into the norms and standards. • The way coaching sessions are recorded should be clearly set out (including time frames). *Coaching Course Outline:* • Strategies to collect data and to report on progress need to be included in the course.

2. Institutional Provision

The important role that coaching plays in improving learner results in early grade reading has been researched and documented in South Africa[3]. As a result of this, many current early grade reading projects deploy coaches in Foundation Phase language classrooms across the country (see Appendix A). But the findings from this Rapid Review thus far indicate little consistency concerning how coaches are recruited, their subsequent conditions of employment and the way they support and mentor teachers (see Table 2). This speaks directly to the need for all coaches to go through a compulsory high-quality training course that builds on the successes of the past and supports the ongoing improvement of early grade reading results in both home language and English first additional language. Thus, it was important for the Rapid Review to investigate whether or not such a course existed that could support language coaching in the Foundation Phase; or be built on based on lessons learnt in the field.

The table below summarises the findings from the review conducted in 31 national institutions (see Appendix C) concerning the availability of such a coaching course. It also details the implications of these findings on the development of an accredited coaching course.

Table 3: Institutional Findings and Implications

Findings	Implications
1. None of the institutions had details of coaching courses aimed at enhancing Foundation Phase language teachers' practices on their websites.	• The development of an accredited high-quality coaching course is required as none such offering exists in the institutions contacted.
2. After contacting each institution telephonically, it became clear that no coaching courses aimed at mentoring teachers were currently being offered. This was the case for both generic teacher coaching courses and for those aimed directly at supporting teachers in Foundation Phase languages.	
3. One institution offered a coaching course in the past to GPLMS coaches (Matthew	

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[3] Cilliers J, Fleisch B, Prinsloo C & Taylor S (2019) How to improve teaching practice? An experimental comparison of centralized training and in-classroom coaching, *Journal of Human Resources*, February 2 2019.

Findings	Implications
Goniwe), but this is no longer an active offering.	

It is important to note that the provision of programmes dedicated to enhancing the Foundation Phase is relatively new in South African universities, as prior to 1994 this was the role of the colleges of education. Thus, it was unsurprising that courses aimed at educating coaches who would work with Foundation Phase language teachers could not found. Due to the lack of data on existing accredited coaching courses, the review could not include information on NQF levels, entry requirements and course content.

3. Course Accreditation

In order to secure suitable accreditation for a new Foundation Phase language coaching course, a desk top review was conducted to investigate three accreditation options and to recommend a way forward, namely:

a. Course endorsement through the South African Council for Educators (SACE)
b. Accreditation through the South African Qualifications Authority's (SAQA) Education, Training and Development Practices Sector Education and Training Authority (ETDP-SETA)
c. Accreditation through a tertiary institution that meets the requirements of the Higher Education Qualification Sub-Framework (HEQSF) and is quality assured by the Council for Higher Education (CHE).

The table below presents the findings relating to criteria for each option and suggests possible recommendations.

Table 4: Accreditation Findings and Implications

Findings		
SACE	**ETDP-SETA**	**CHE & HEQSF**
1. Accreditation Process		
• Teacher education programmes submitted to SACE are considered through the Department of Higher Education and Trainings' (DHET) evaluation committee, of which SACE, ETDP-SETA and the Department of Basic Education (DBE) are members. • The evaluation criteria for SACE endorsement include relevance, teaching methods, learning and teaching support materials, equity, assessment, participant feedback, learner support and supporting information.	The following process of accreditation is followed by the ETDP SETA: • *Phase A (Intent to be accredited).* The provider would complete and submit a General Information Form. This would be reviewed by the Seta and feedback would then be provided. • *Phase B (Portfolio of Evidence).* The provider would submit Self Evaluation, Accreditation Criteria and Portfolio of Evidence. The Seta would review the PoE, evaluate the learning programme and register assessors and moderators. • *Phase C (Site Visit):* The Seta would conduct an	Two accreditation processes can be considered, namely: • *Process 1 (Collaboration with an accredited higher education institution).* The provider would develop and assess the course; but would use the relevant department within a Higher Education Institute (HEI) to obtain approval from the Council of Higher Education (CHE). HEI staff would moderate the assessed assignments. • *Process 2 (Submit a course to the DHET and HEQC).* The provider would submit the course as a learning programme according to the application process provided in the Government Gazette No.

Findings		
SACE	**ETDP-SETA**	**CHE & HEQSF**
	accreditation site visit and make recommendations.	38487 (Vol. 596) 19 February 2015.
2. Financial Implications		
This option has no financial costs for the course endorsement process. Annual registration fees for practising teachers are R200).	Course accreditation has no financial implications. However, training the ex-principals and teachers in becoming ETDP-SETA accredited assessor and course designer costs R5,900 for a 5-day course; the moderator's course also costs R5,900 for a 5-day workshop.	Course development in collaboration with an HEI, for example UNISA, does not have cost implications. However, the short learning programme registration fees for ex-principals and teachers are R1,470 for 4 modules, excluding the learning material. The cost of this learning material needs to be negotiated with the HEI and depends on the number of pages per module.
3. Accreditation Weighting		
SACE awards a certain number of Continuing Professional Teacher Development (CPTD) points to courses. For example: • 15 CPTD points for a 2-day workshop • 5 CPTD points for 20 minutes onsite support • 10 CPTD points for reflective sessions This suggests that the course under discussion could be weighted at approximately 120 CPTD points.	Any course accredited through ETDP-SETA must be aligned to unit standards that include fundamental learning, core learning and elective learning to form a full qualification.	HEQSF[4] sets out the range of qualification types in higher education that may be awarded to mark the achievement of learning outcomes that have been appropriately assessed. These include Higher Certificates, Advanced Certificates and Diplomas. All higher education programmes and qualifications must have a core component and may have a fundamental and or elective component depending on the purpose of the programme or the qualification. The credit-rating system rates 10 notional study hours as equivalent to one credit. Credits represent a measure of all the learning activities engaged in by the student and include, contact time, self-study, Work Integrated Learning (WIL), assignments, projects and examinations. A 30-credit module could for example consist of 4 units. The four modules could then add to 120 credits accumulated for one year.

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[4] Government Gazette No. 38116 (Vol. 592) HEQF (Higher education sub-framework in NQF)

Findings		
SACE	**ETDP-SETA**	**CHE & HEQSF**
4. Assessment Plans and Procedures		
SACE provides guidelines on assessment for course endorsement, including: • Authentic assessment tasks • Use of participants' prior knowledge needs and interest • Links to learning outcomes • Links to intended outcomes, skills, values and attitudes	The ETDP-SETA provides a detailed assessment and moderation policy, assessment guide and Portfolio of Evidence (PoE) template. The assessment plan must indicate the credit weighting of fundamental, core and elective outcomes and assessment criteria, as well as the integration of critical cross-field outcomes. The assessment process comprises the development of an assessment plan which indicates formative and summative assessment of questions at the appropriate level, the assessment of learners' answers in the PoE by accredited assessors in the organisation and the moderation of the assessment using accredited internal moderators. External assessment and moderation are performed by the ETDP-SETA.	The course developer devises an assessment plan in collaboration with a Higher Education Institution (HEI). This plan is comprised of a specific knowledge mix of mainly core components, with some fundamental and elective components included. The assessment plan must appear at the beginning of each module, including the overall marks allocated per activity. Formative and summative assessments are indicated, and rubrics are included to provide guidance to learners on how the activity will be assessed. Participants' answers are assessed and moderated internally and externally by the relevant staff member(s) of the HEI.
5. Course Design		
The course for Foundation Phase language coaches would need to consider the following SACE endorsement criteria when designing the course: relevance; appropriateness; alignment; effectiveness. It is also imperative that the planned teaching and learning processes support the achievement of the outcomes and overall purpose of the course; and that assessment tasks are designed to enable participants to demonstrate achievement of the outcomes and the overall purpose.	The course designers must consider the following: • Each module should consist of a combination of unit standards including mainly core components, but also include some fundamental and elective components. A total of 120 credits could be divided among the modules and across the three components (core, fundamental and elective). • The outcomes and assessment criteria per outcome should be indicated at the beginning of each module. The overall course design and assessment plan could be explained at the beginning of the course.	The minimum requirements for course design are set out in the Government Gazette[5]. Issues relating to the qualification type, NQF level, knowledge, credits and pedagogical approach need to be included in a course design.

[5] Government Gazette No. 38487 (Vol. 596) 19 February 2015 (NQF Act 67: Revised policy for teacher education qualifications)

Findings		
SACE	**ETDP-SETA**	**CHE & HEQSF**
6. Implementation Models		
SACE supports the inclusion of in-school support and reflective sessions as part of endorsed programmes. This provides participants with opportunities to interact with the provider in follow-up sessions. This is in keeping with the implementation model suggested for this coaching course.	Following this path would necessitate master trainers to receive assessor training and moderator training in order to provide ETDP SETA accredited support to learners. This has financial and time implications.	Many courses accredited through HEIs use a blended learning approach which consists of face-to-face and online workshops as well as online assessments. This has implications on the training and support model of the coaching course. Follow-up site visits could be used to assist with workplace integrated learning and simulated work-experience could be integrated in the training and support model. But these details need to be negotiated in collaboration with the relevant HEI.
7. Disadvantages		
Since the end-users are not serving teachers, SACE endorsement could be perceived as irrelevant. Coaches would need to have SACE registration numbers.	The ETDP-SETA accreditation process is quite demanding and time-consuming. The question to consider is whether the time spent to prepare for provider, assessor and moderator registrations is possible, practical or worthwhile.	Establishing and maintaining an effective partnership with an HEI to offer an accredited course has its own risks; though these appear to be mainly managerial and financial. But this is a time-intensive process. Conversations with relevant personnel at UNISA, the University of Johannesburg and Rhodes University strongly discourage this option.
8. Advantages		
Procedures for course endorsement through SACE are relatively straight forward and familiar to the consortium. These procedures could be completed within the 18-month period of this project.	A clearly articulated accreditation, though rather technical, process is available to follow.	Accrediting the coaching course as a short learning programme seems to be a clearly outlined process by the DHET in collaboration with the HEQC. Collaboration with HEIs that already offer accredited short courses / learning programmes alleviates the time required to seek provider accreditation and allows for the focus to remain on course development and delivery.
9. Way Forward		

Option One
SACE accreditation of 120 CPTD points (NQF Level 5).

Option Two
Develop an Advanced Certificate in Education (ACE); a short, accredited course of 120 credits at NQF level 5.

Findings		
SACE	**ETDP-SETA**	**CHE & HEQSF**
Option Three • SACE accreditation in the form of CPTD points for teachers who receive coaching • University accreditation for coaches through partnerships with universities currently collaborating with DHET in relation to the Centres for Language Teaching (CALT).		

APPENDIX A: SURVEY RESPONDENTS

Table 5: Survey Respondents

PROJECT	ORGANISATION	NAME	E-MAIL	NOTES
GPLMS	Molteno	Masennya Dikotla	mdikotla@molteno.co.za	Submitted 25 Feb 2019
GPLMS	Read	Bertus Mathee	bertusm@read.co.za	No response
GPLMS	Class Act	Lorraine Marneweck	lorraine@classact.org.za	Submitted 21 Feb 2019
GPLMS	Wozo'Bona	Lucy Thornton	lucywozobona@gmail.com	No response
GPLMS		Diana Ngono	dianawozobona@gmail.com	No response
GPLMS	Phenduka	Alison Beynon	Alison.Beynon@gmail.com	No response
RSP	RSP Consortium	Abe Seakamela	Abes@foundation.co.za	Submitted 24 Feb 2019
RSP	RSP Consortium	Rudi Venter	Rudi.Venter@oup.com	No response
RSP	RSP Consortium	Nelisiwe Zondi	nelisiwe@molteno.co.za	Submitted 12 March 2019
EGRS 1	Class Act	Penny Groome	penny@classact.org.za	Submitted 24 Feb 2019
EGRS 2	Class Act / Molteno	Jenny Katz	jenny@molteno.co.za	No response
EGRS 2	Class Act / Molteno	Lungi Batala	lungisa@molteno.co.za	Submitted 23 Feb 2019
JIKA 'IMFUNDO	PILO	Mary Metcalfe	metcalfe.mary11@gmail.com	Does not use Coaches
PSRIP	NECT	John Thurlow	johnt@nect.org.za	Partially Completed
PSRIP	NECT	Zanele Mnguni	Mnguni.Z@dbe.gov.za	Does not use Coaches
PSRIP	NECT	Khulula Manona	manona.k@dbe.gov.za	Does not use Coaches
Learning Programmes	NECT	Lorraine Marneweck	lorrainem@nect.org.za	Submitted 22 Feb 2019
Zenlit	Zenex	Lauren Fok	lauren@zenexfoundation.org.za	Submitted 21 Feb 2019
Zenlit	UNISA	Lilly Pretorius	pretoej@unisa.ac.za	Submitted 25 Feb 2019

PROJECT	ORGANISATION	NAME	E-MAIL	NOTES
Zenlit	New Leaders	Adele Ivy	Adele@newleaders.co.za	No response
Funda Wande	Funda Wande	Nic Spaull	nicspaull@gmail.com	Submitted 22 Feb 2019
Funda Wande	Funda Wande	Nwabisa Makalusa		Submitted 22 Feb 2019
NMI	University of Fort Hare	Brian Ramadiro		No response
NMI	University of Fort Hare	Kim Porteus	kporteus@mandelainstitute.org.za	No response
Room to Read	Room to Read	Vanessa Francis	Vanessa.Francis@roomtoread.org	Submitted 28 Feb 2019

APPENDIX B: SURVEY RESULTS

N=12
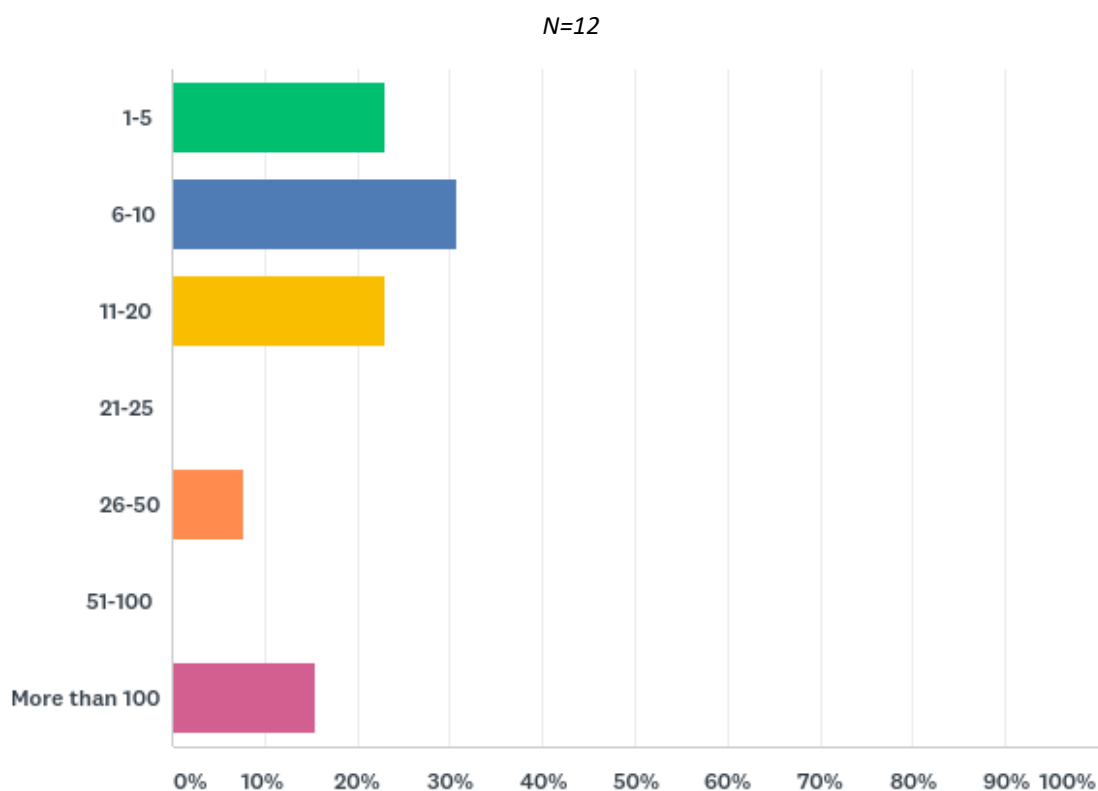
Figure 1: Foundation Phase Language Coaches

N=12
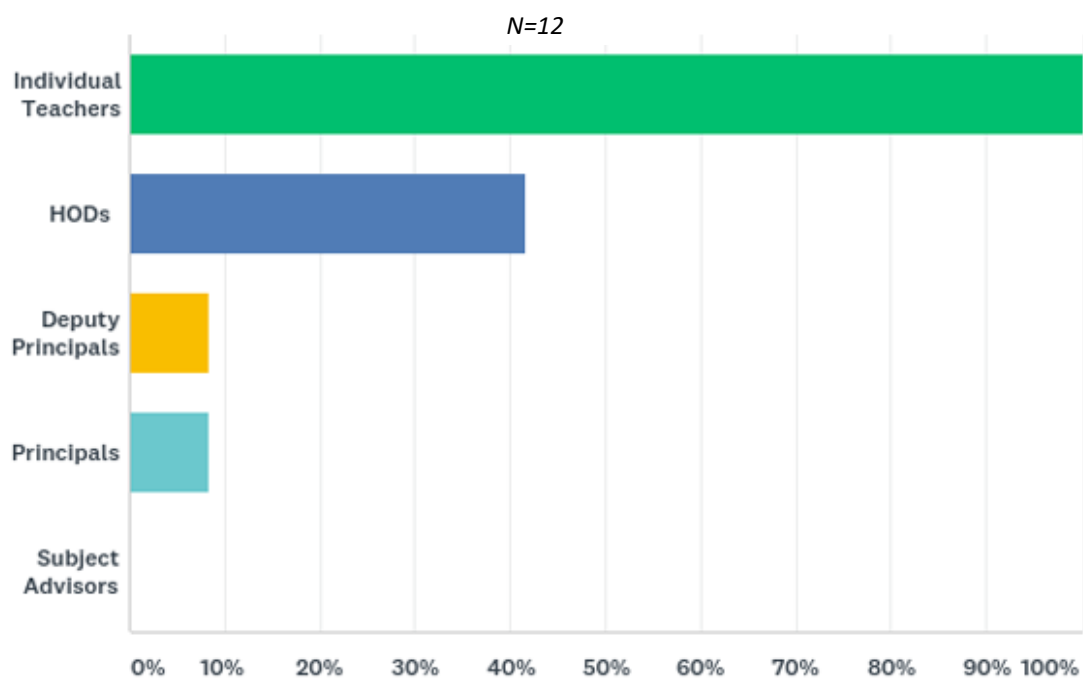
Figure 2: Coaching Beneficiaries

N=12
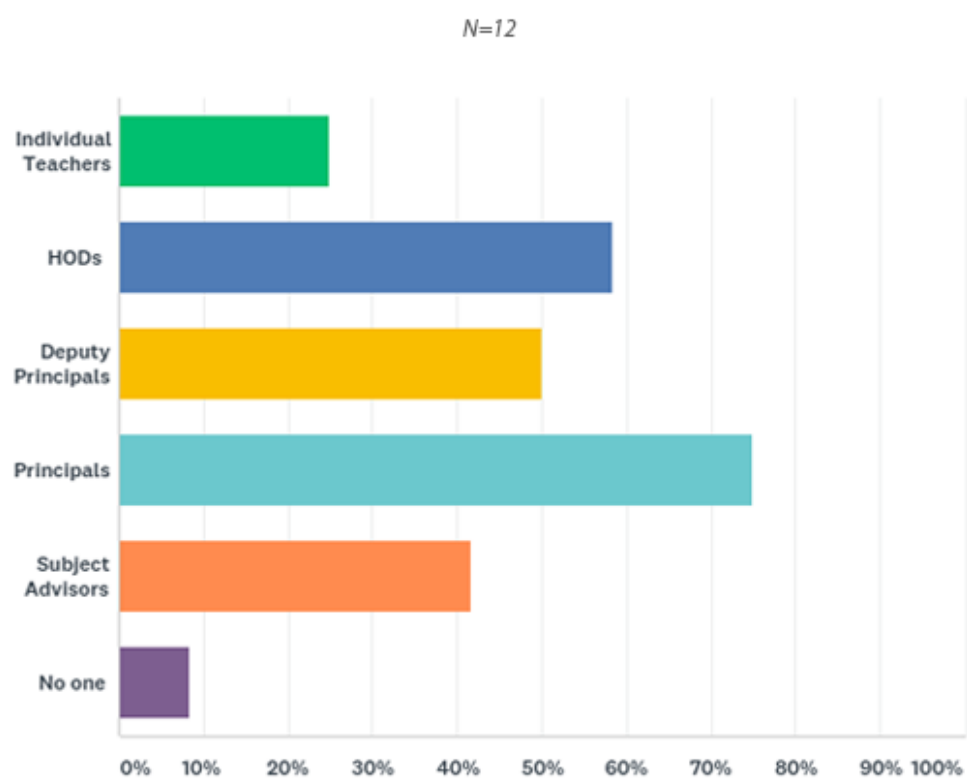
Figure 3: Indirect Coaching Beneficiaries

N=12
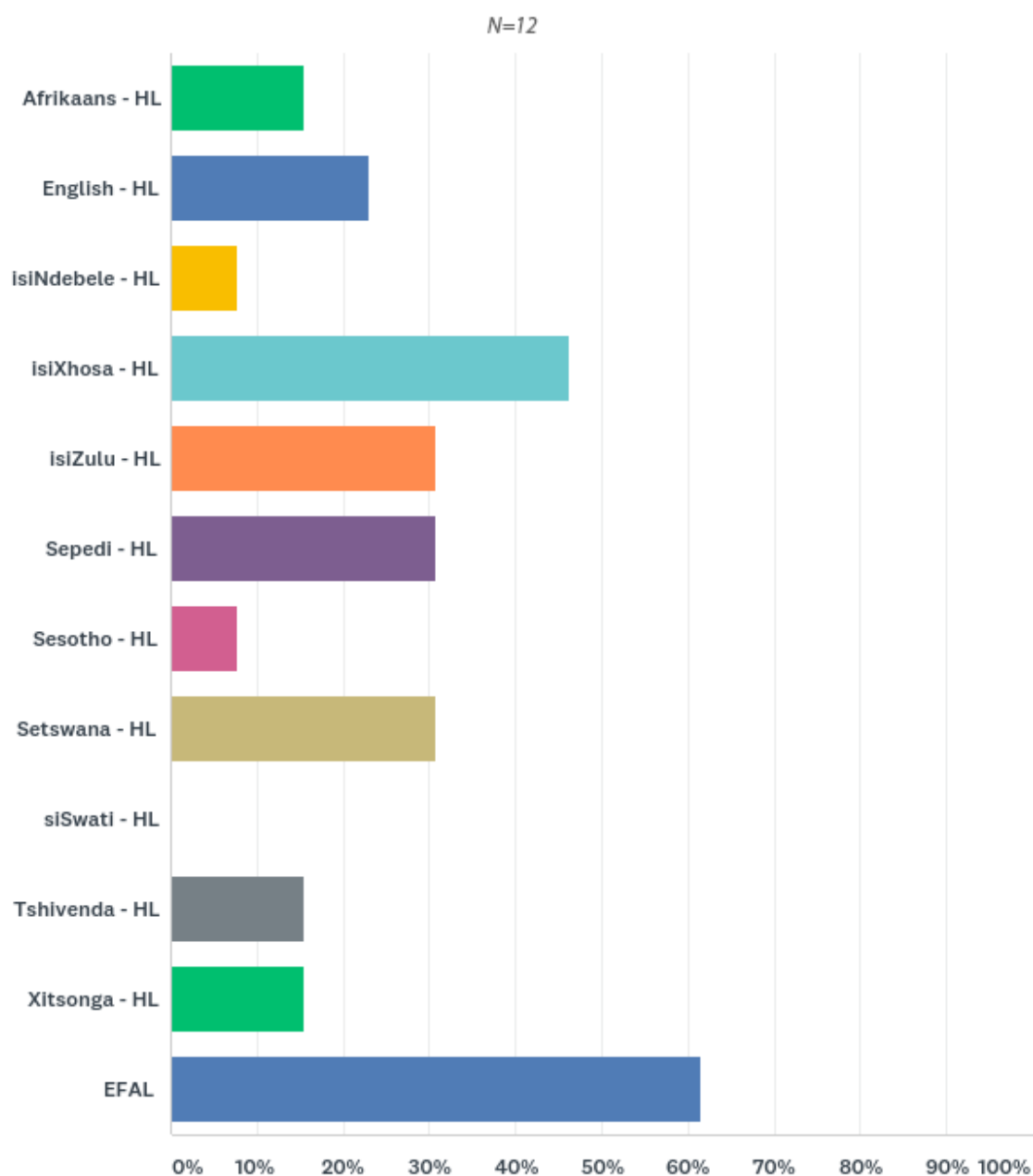
Figure 4: Target Coaching Languages

N=11
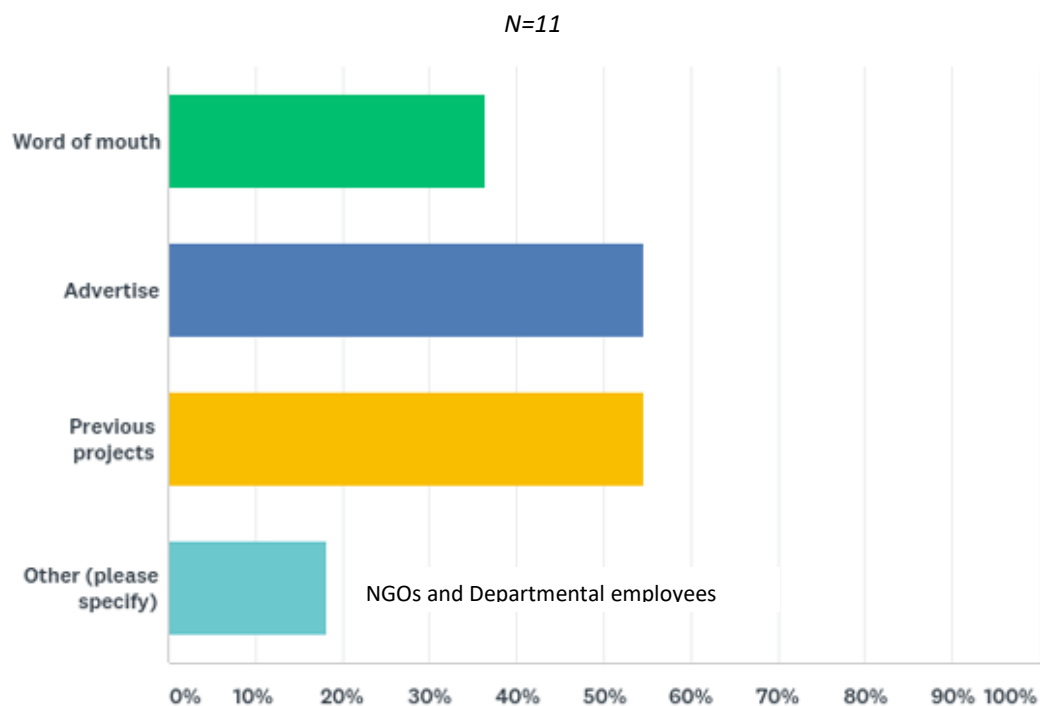
Figure 5: Recruitment Strategies

N=11
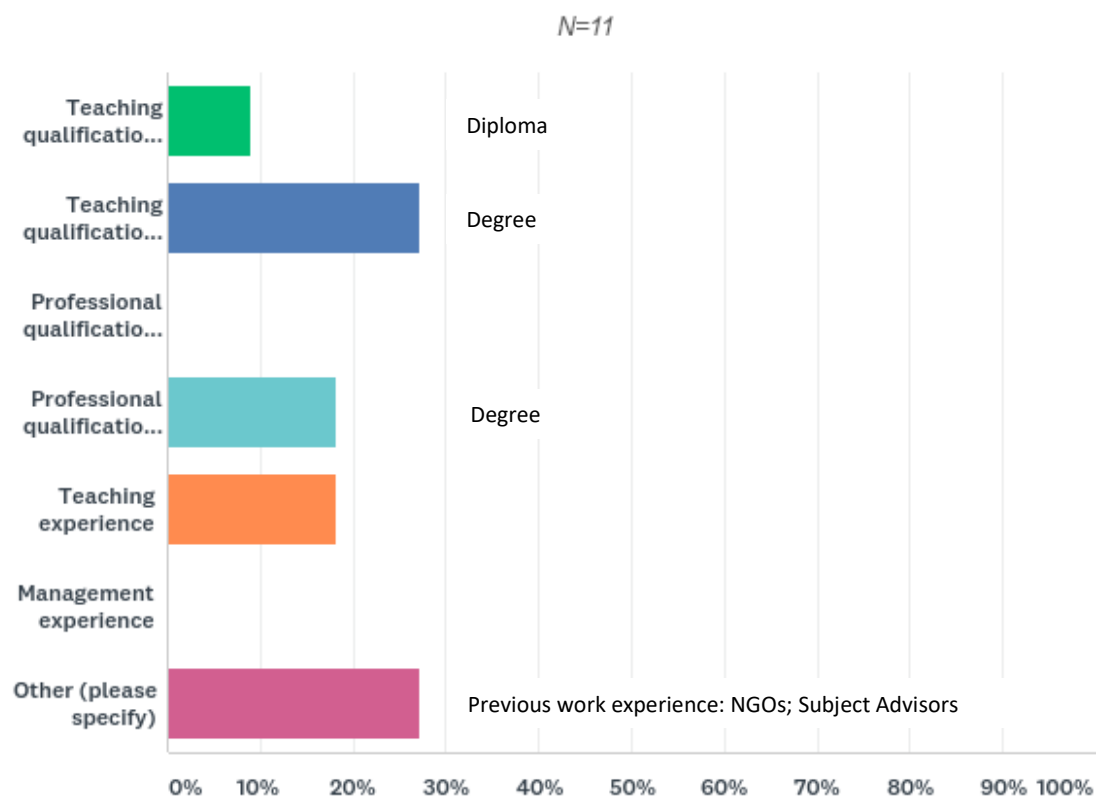
Figure 6: Entry Level Requirements

N=10
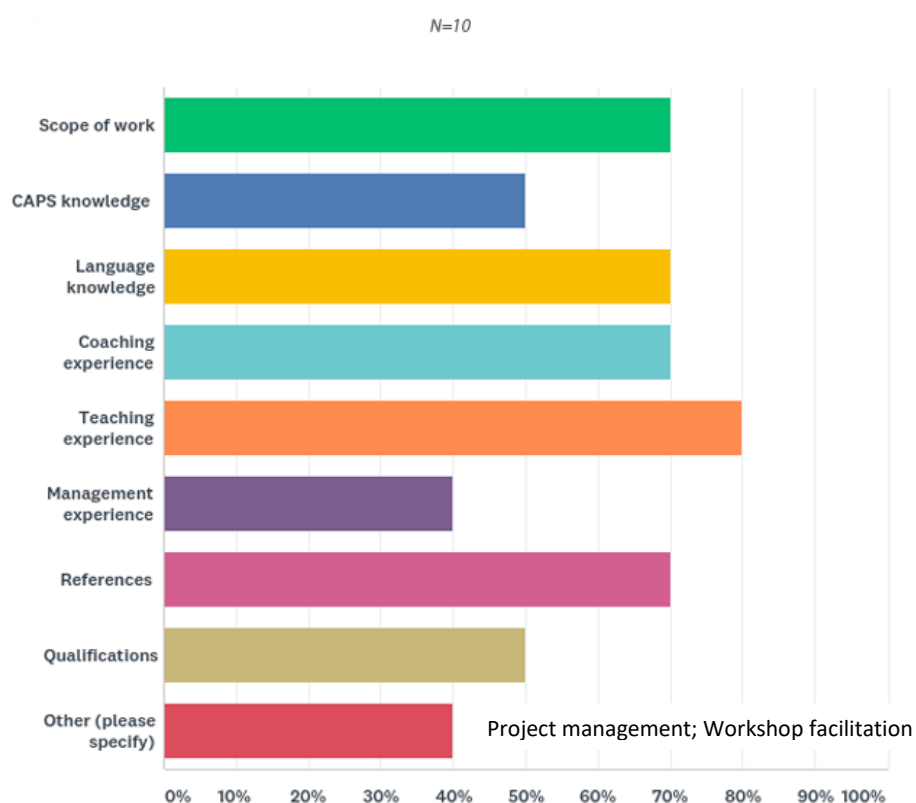
Figure 7: Interview Topics

N=12
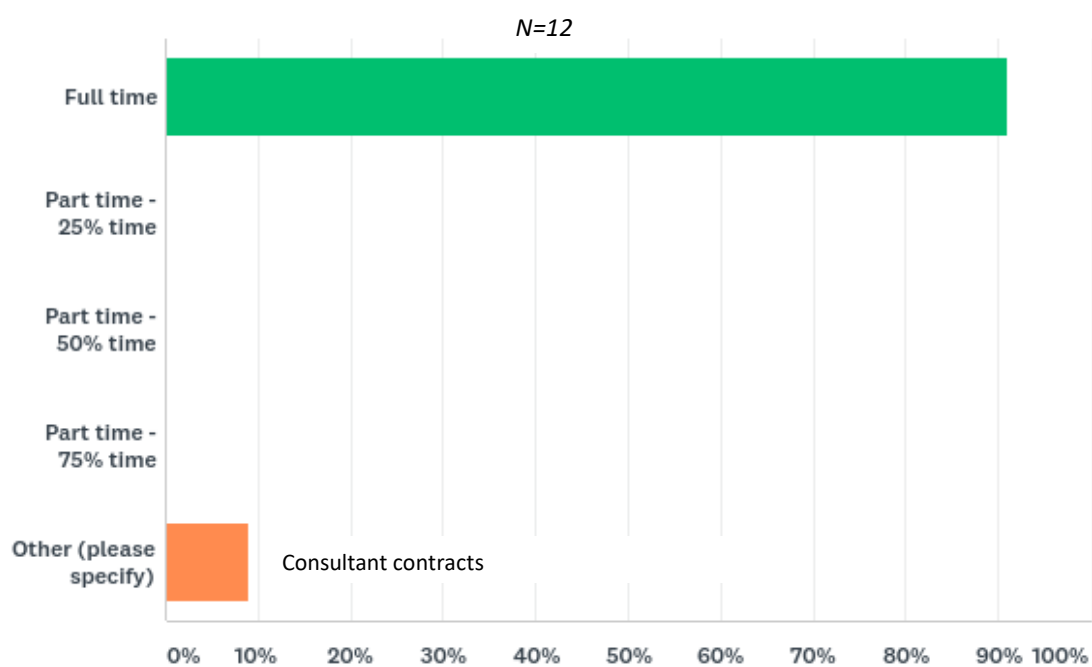
Figure 8: Coach Contracts

N=10
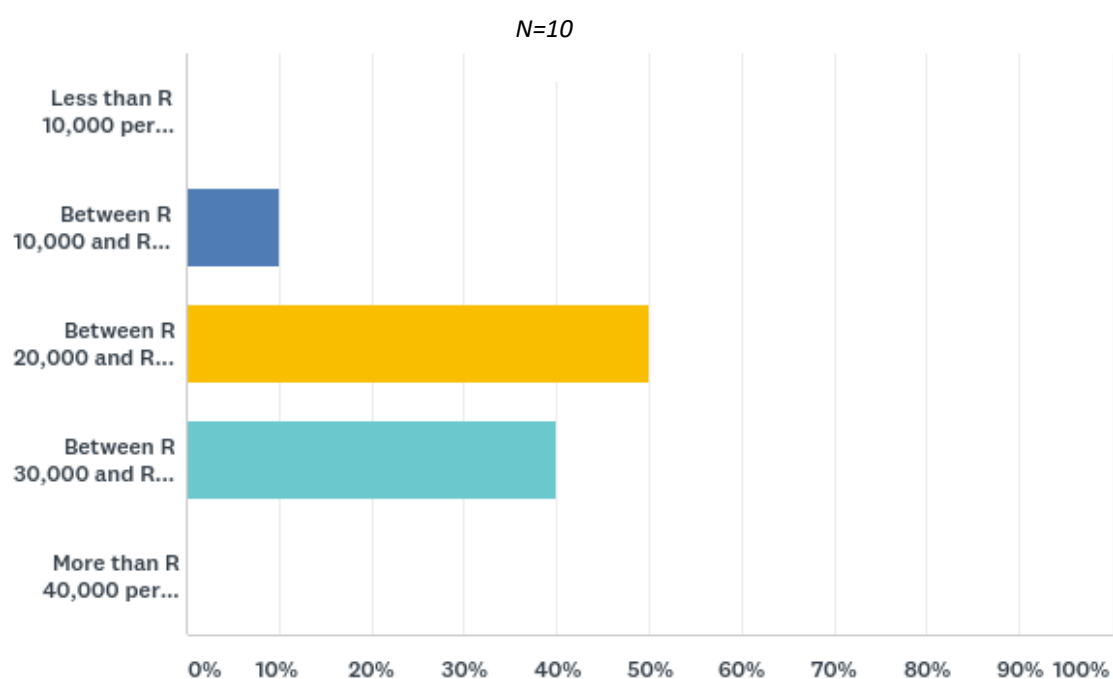
Figure 9: Coach Remuneration

N=11
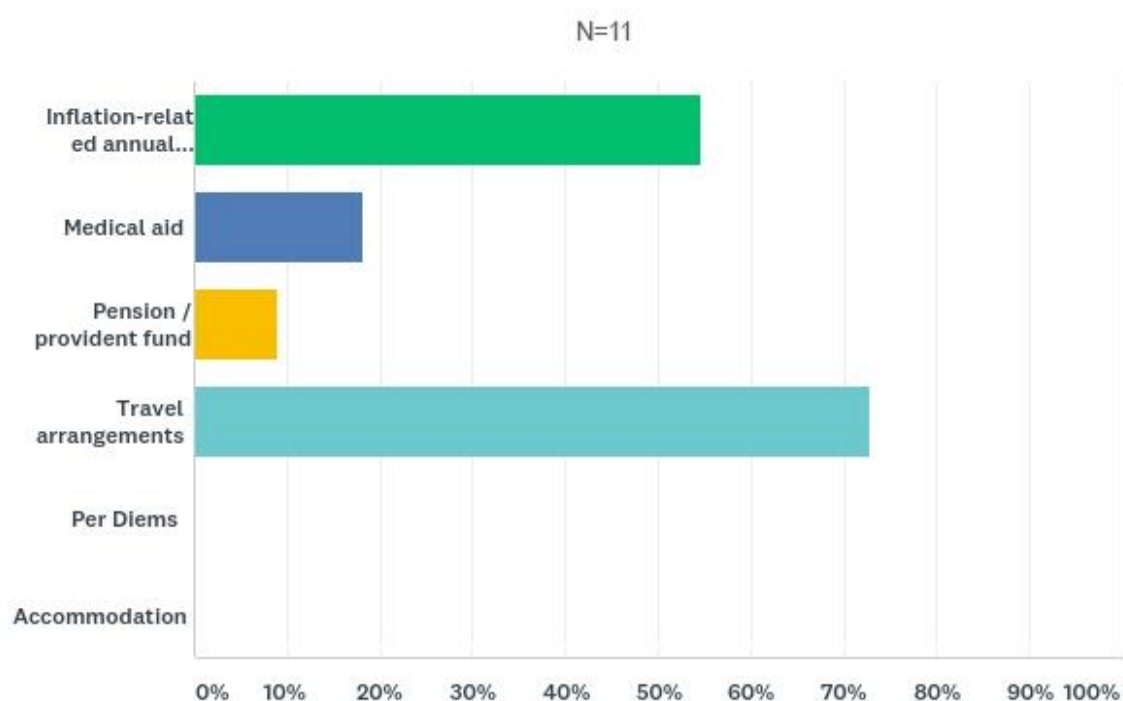
Figure 10: Conditions of Service

N=12

Type 1: Capped at 4000 km
Type 2: R 3.50 to R 3.75 per km
Type 3: Leased car provided
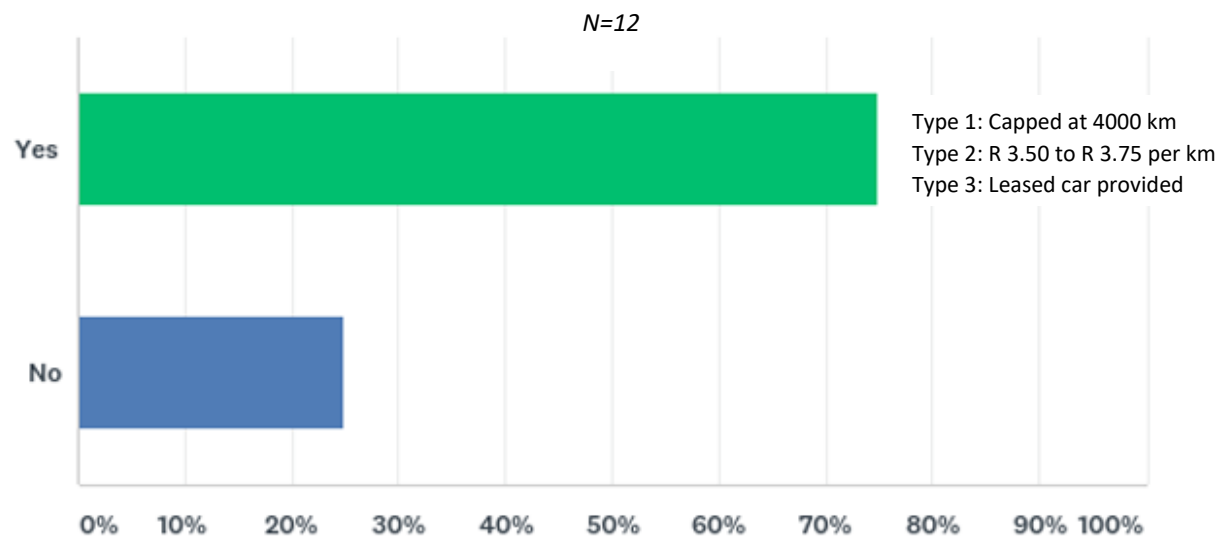
Figure 11: Travel Allowance

N=9
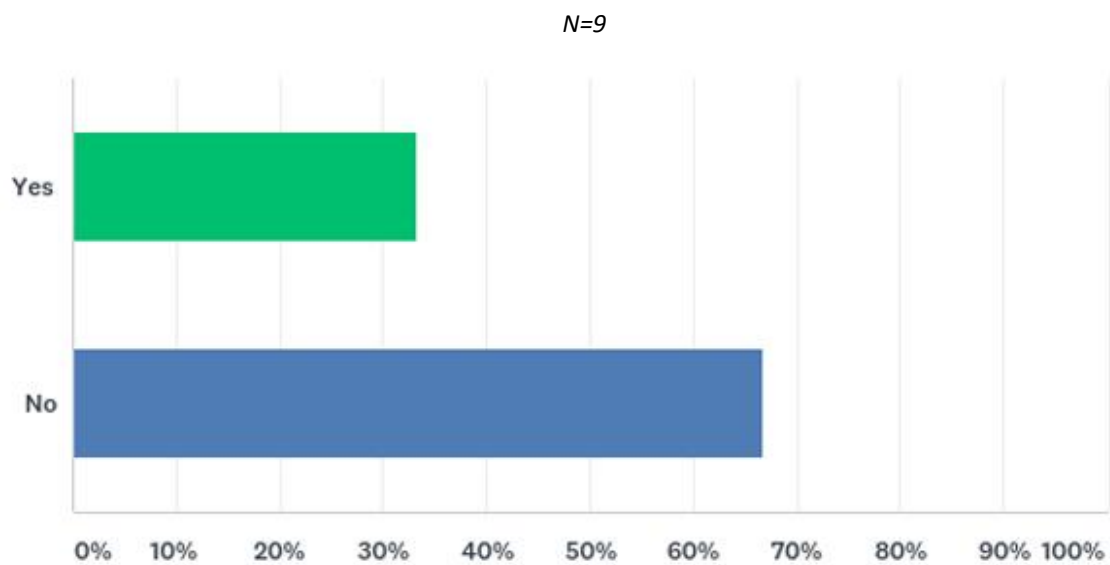
Figure 12: Accommodation Allowance

N=5
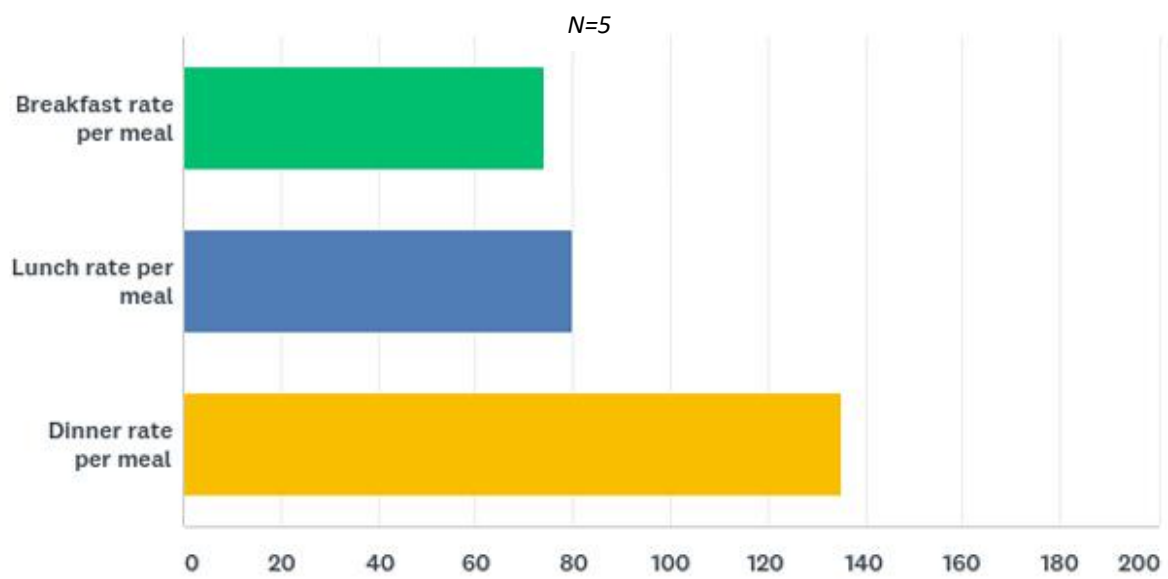
Figure 13: Sustenance Allowance

N=11
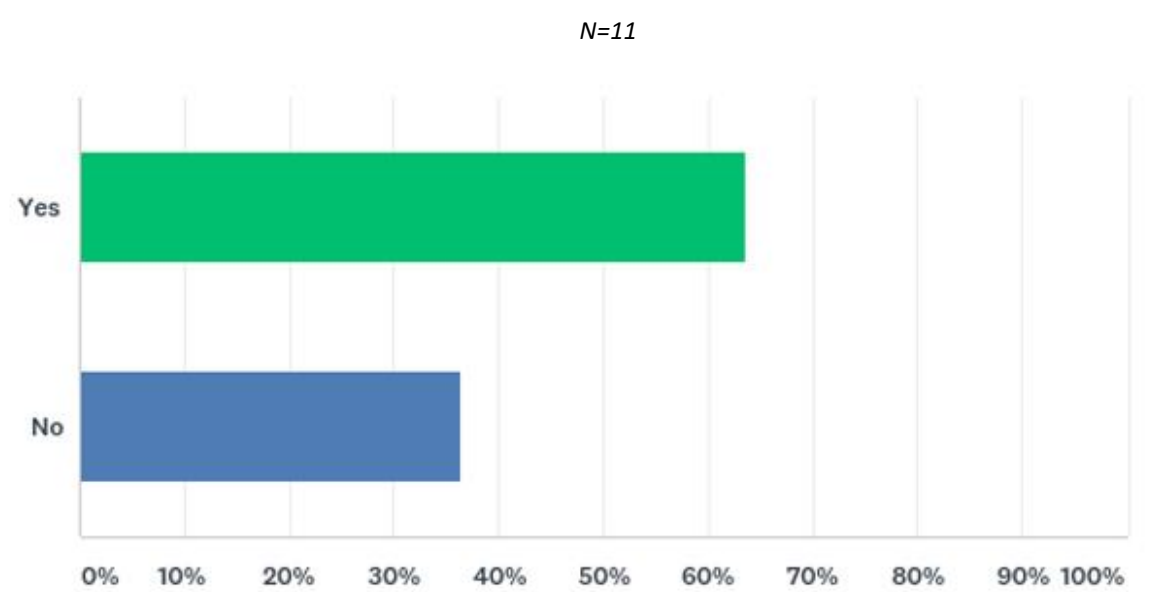
Figure 14: Coach Relocation

N=11
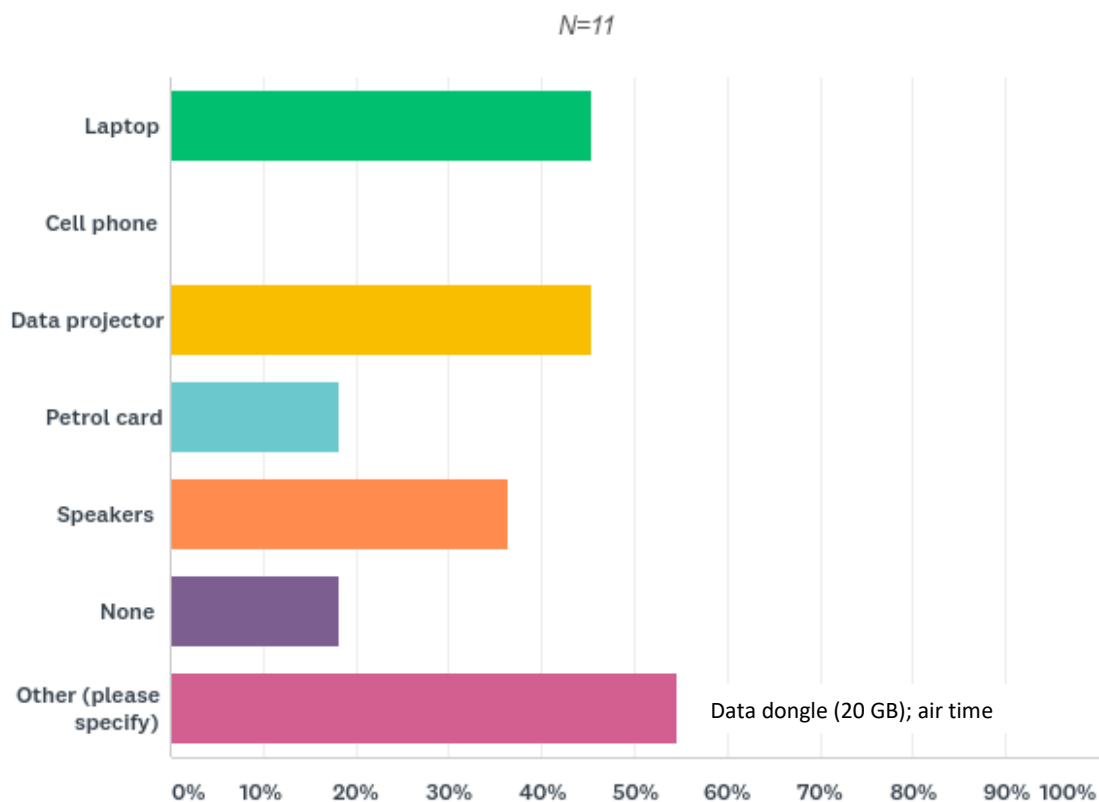
Figure 15: Practical Resources Provided

N=7
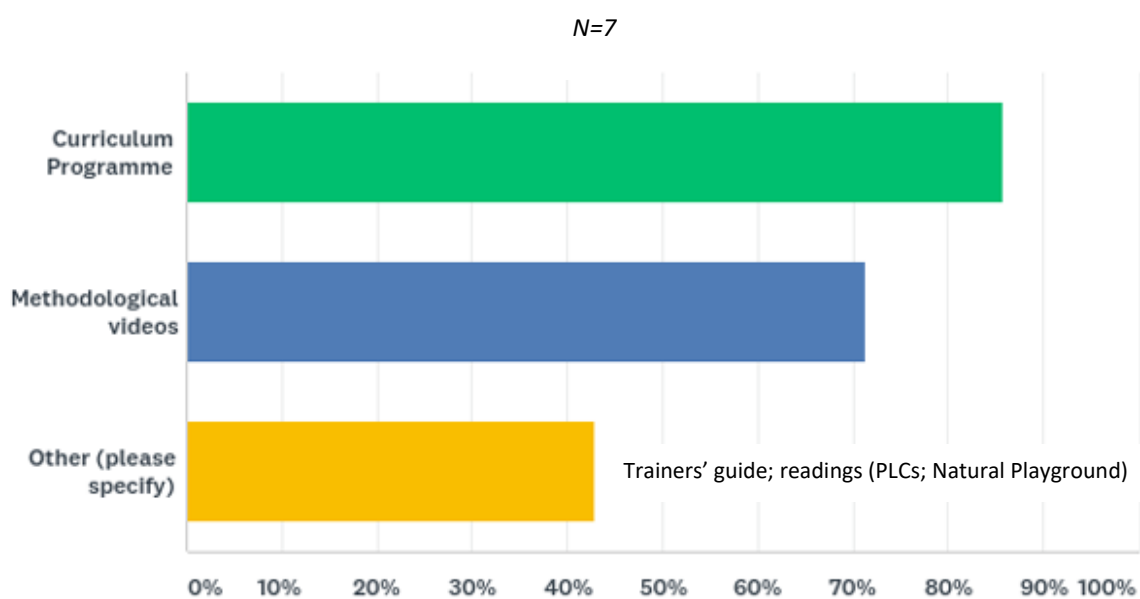
Figure 16: Professional Resources Provided

N=12
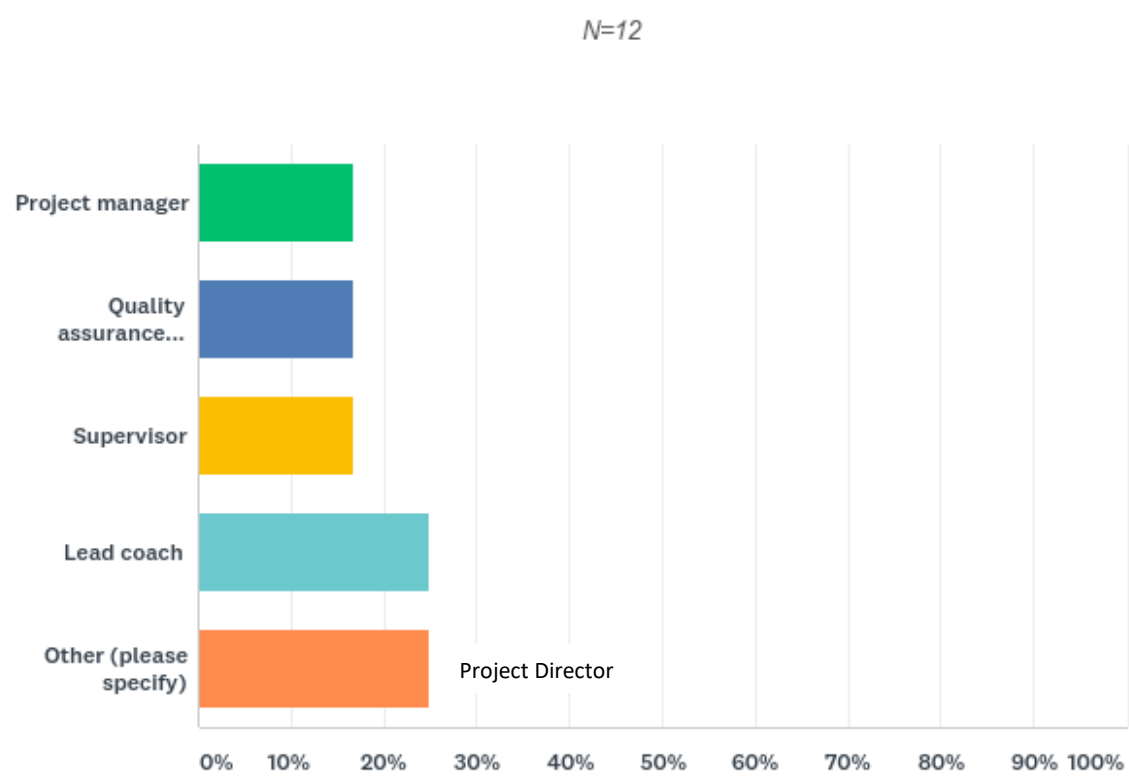
Figure 17: Reporting Lines

N=10
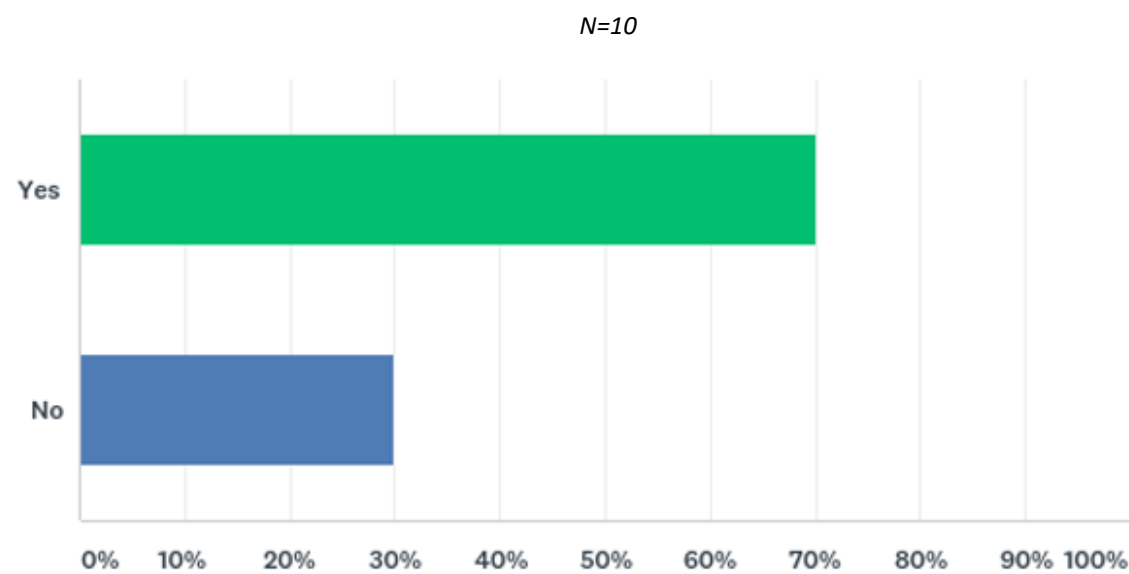
Figure 18: Performance Appraisals Conducted

N=11
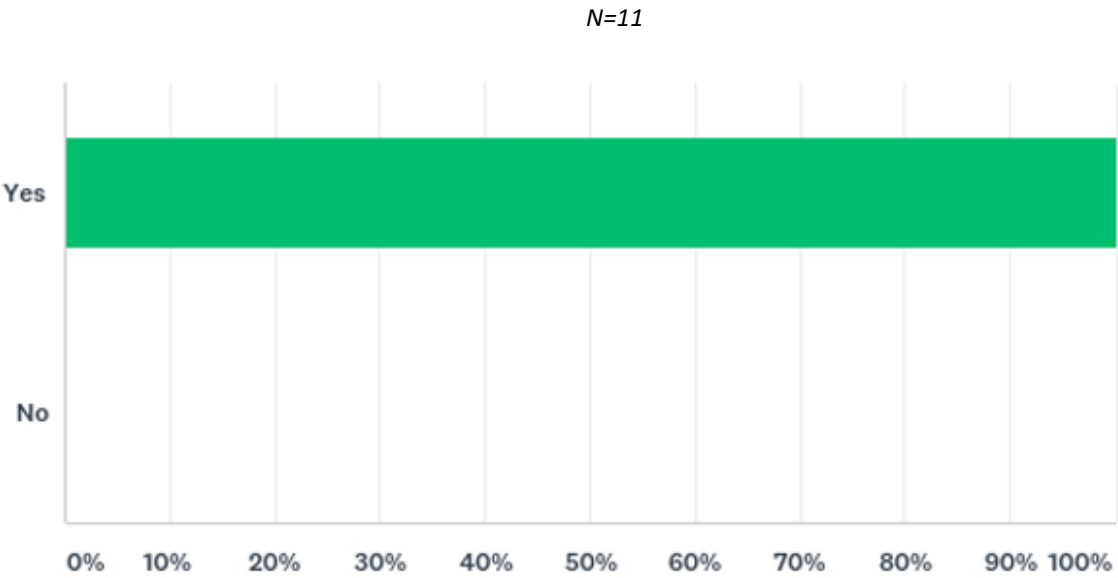
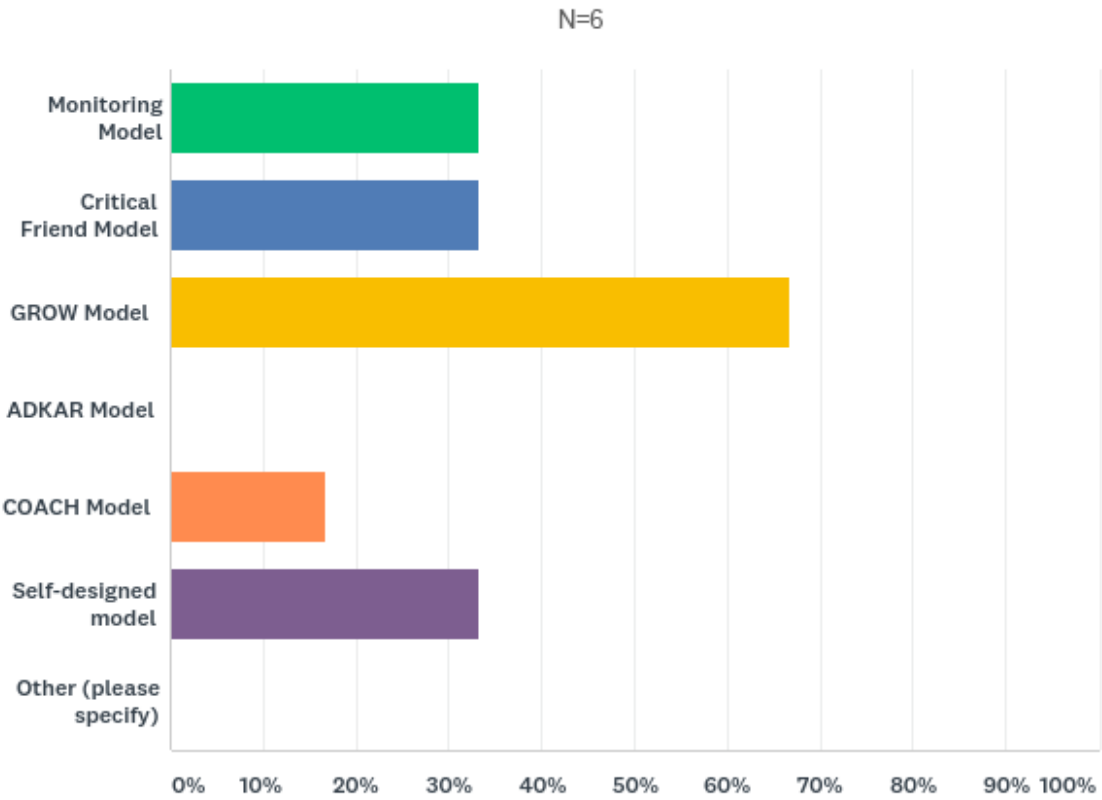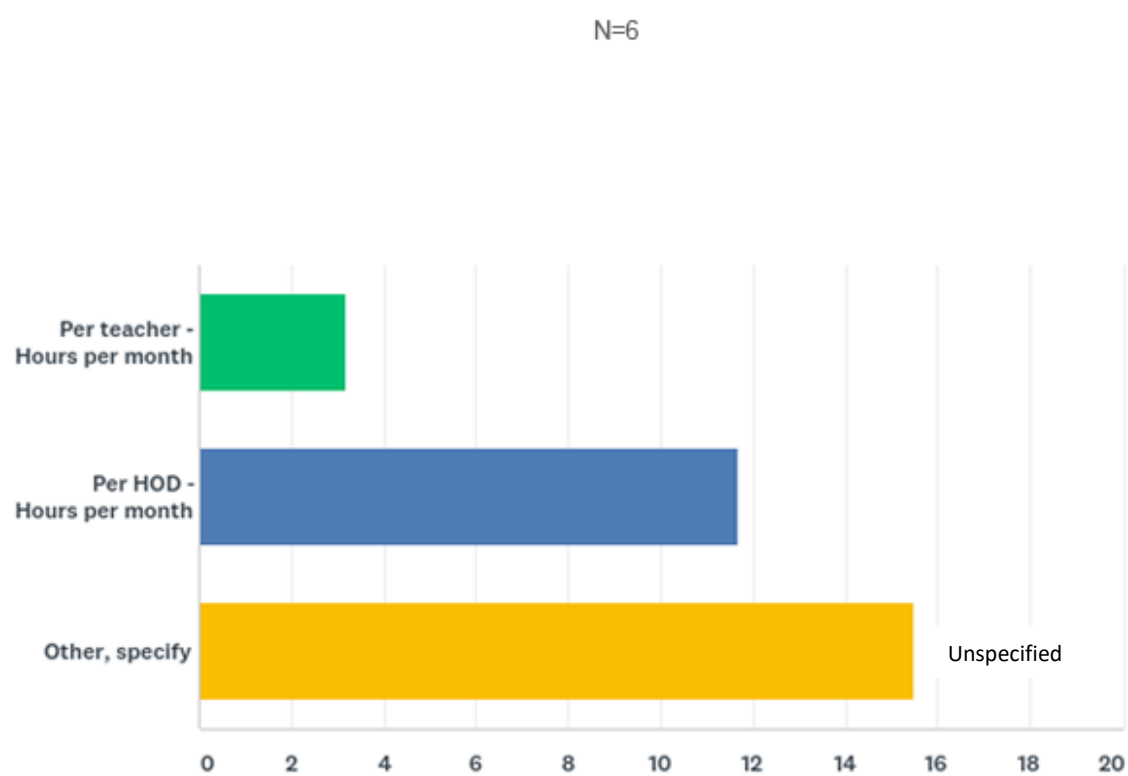Figure 19: Professional Development

N=6

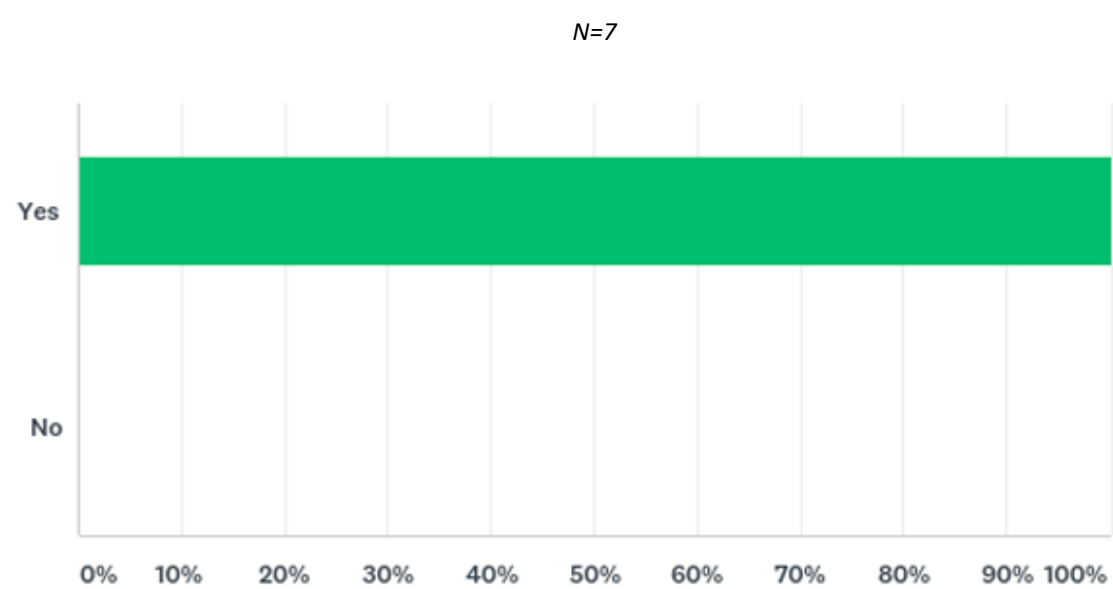

Figure 20: Coaching Models

N=6

Figure 21: Coaching Dosage

N=7

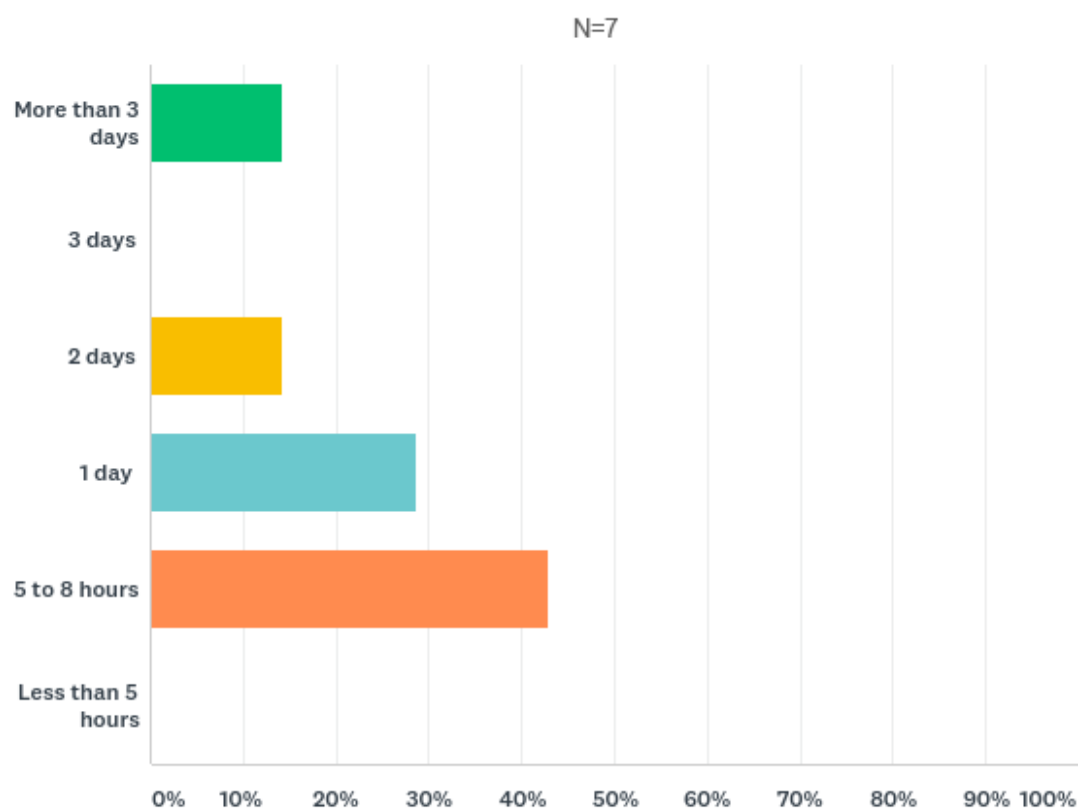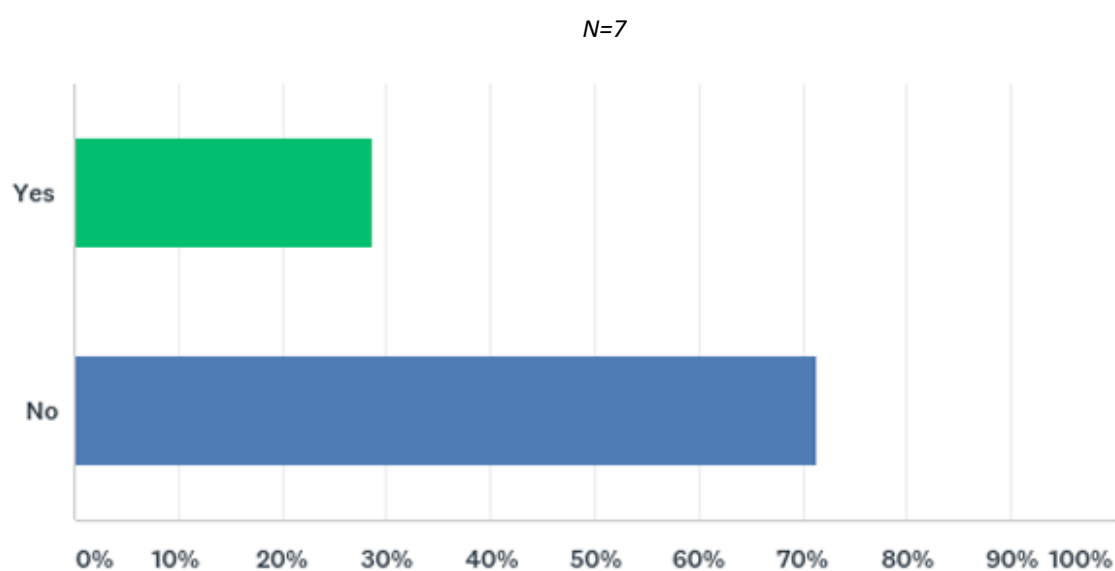Figure 22: Teacher Training

N=7

Figure 23: Teacher Training Dosage
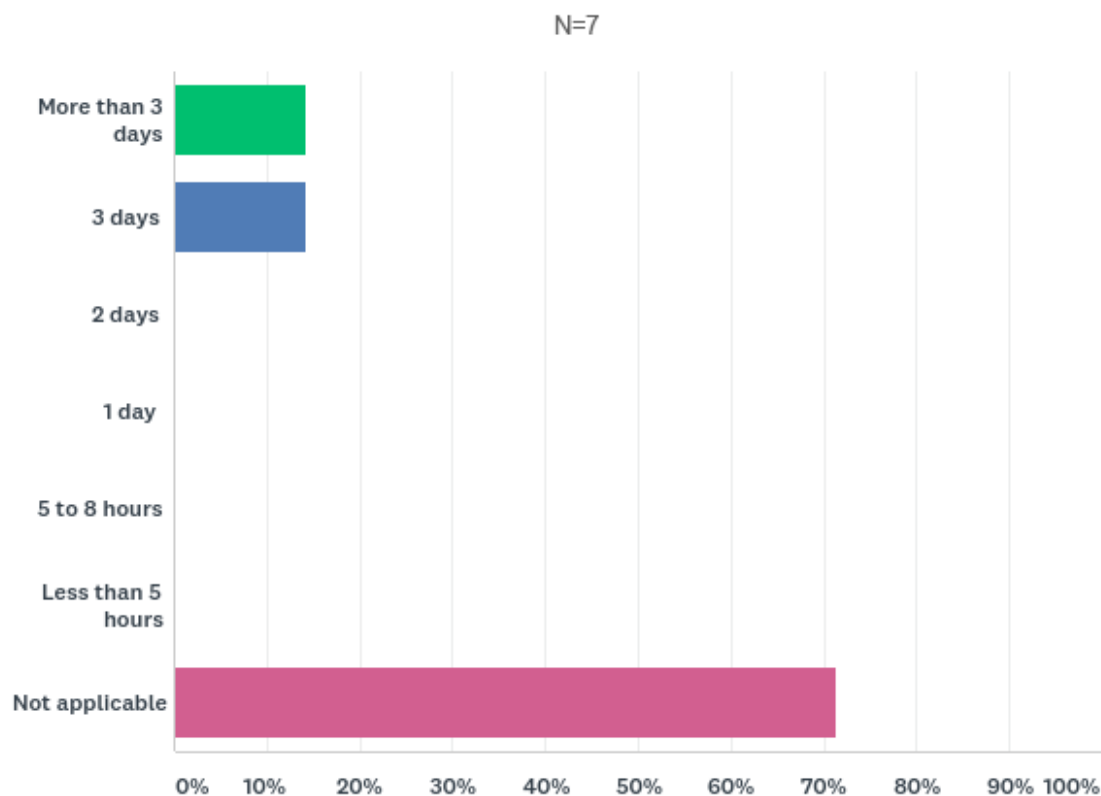
N=7

Figure 24: HOD Training

N=7

Figure 25: HOD Training Dosage

N=11

Matthew Goniwe School of Leadership & Governance
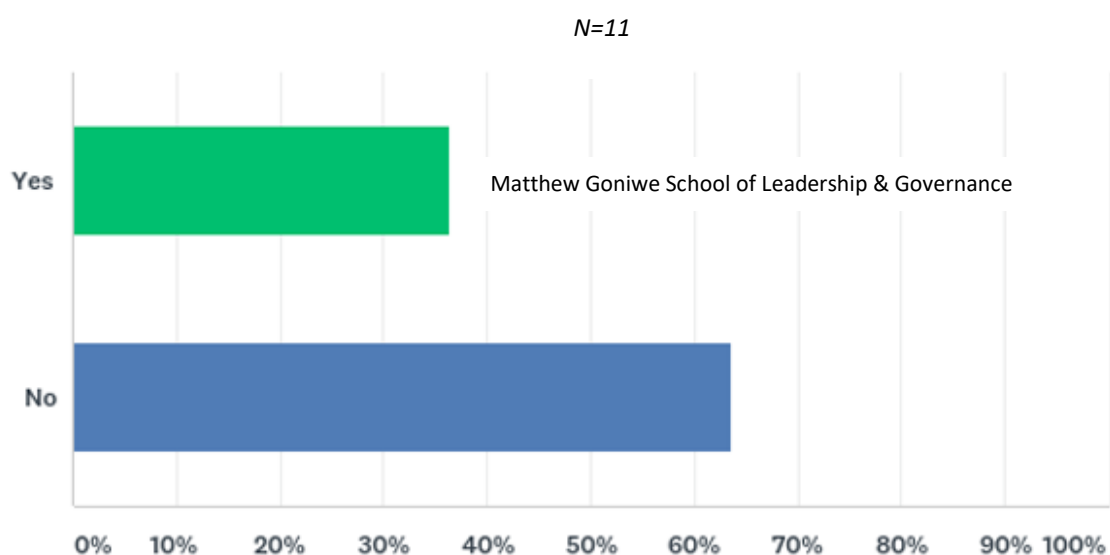
Figure 26: Accredited Coaching Course

N=8
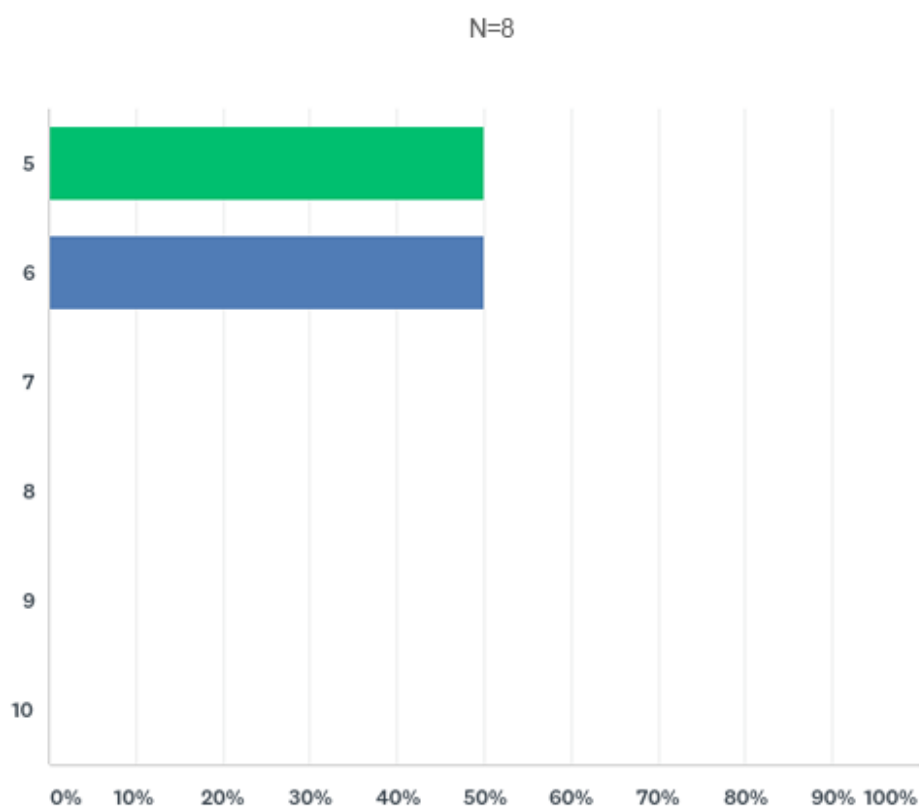
Figure 27: NQF Level

N=8
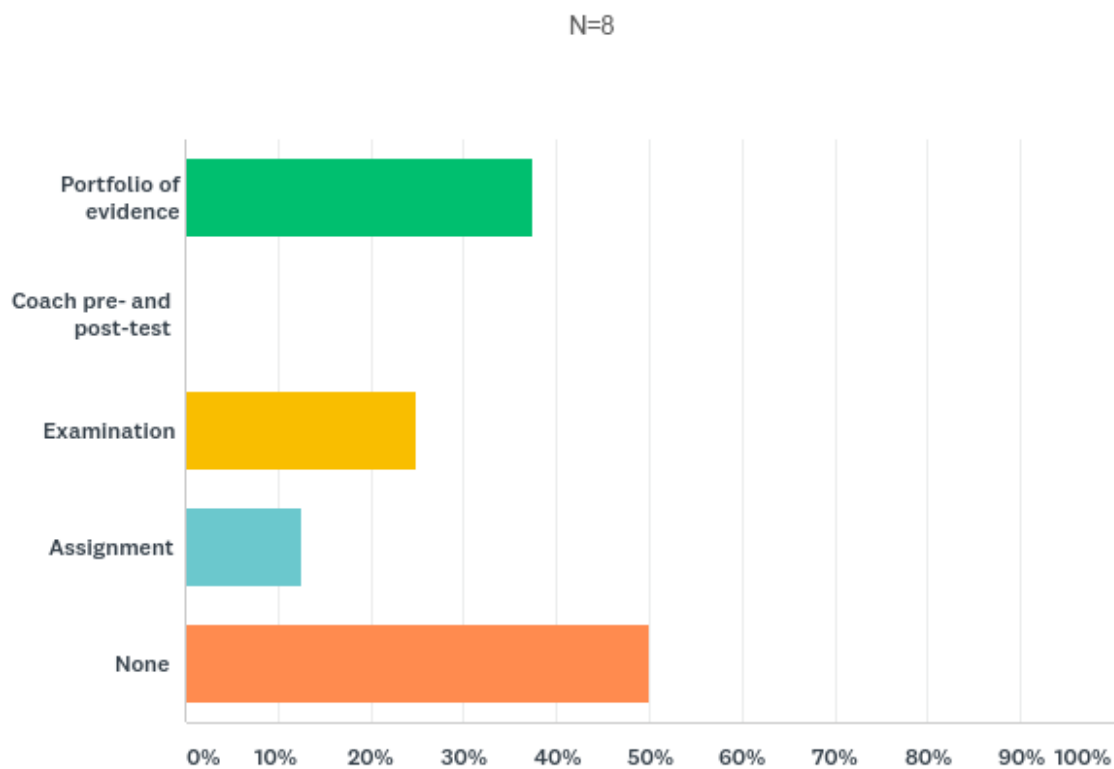
Figure 28: Formal Assessment

Table 6: Coaching Practices

Practices	Descriptions
Protocols	• Greetings • Meet principal • Feedback to principal and HOD
Pre-Lesson	• Discuss lesson content
Lesson	• Observation • Demonstration • Teacher support tool
Monitoring	• Learner books • Teaching resources
Reflection	• Debriefing • Needs-based workshops • Discuss methodologies • Use videos to revise methodologies
Records	• Standardised monitoring tool • Monthly reports • Notebooks for observations • Record answers to set questions

Table 7: Beneficiary Training Dosage

Teachers	Heads of Department
• Four times per year • Approximately two days per session	• Four times per year as part of teacher group

Table 8: Coach Development Areas

Themes	Descriptions	
Curriculum	• Content knowledge • Home language • English first additional language • Problematic content	• Reading • Writing • Translanguaging • Language teaching
Teaching Practices	• Classroom management • Lesson observation • Routines • Core methodologies	• Continuous assessment • Learner assessment • Library management
Coaching	• Coaching skills • Facilitation • Administration • Feedback cycle • Data management • Troubleshooting • Parental involvement • Supportive monitoring	• Negotiating • Interpersonal skills • Theory of change • Conflict management • Non-verbal communication • Growth mindset • Communication skills • Reporting
Resources	• Videos	• Lesson plans

Table 9: Coaching Data

Data Collected		Frequency
• Learner assessment • Curriculum coverage • Beneficiary personal data • Teacher performance • Teachers' classroom practices	• Learner enrolment • Learner attendance • Attendance registers • Target areas • Coaching reflections	• Daily • Monthly • Weekly • Bi-annual

APPENDIX C: INSTITUTIONAL RESPONDENTS

Table 10: Institutional Respondents

INSTITUTION NAME	CONTACT	WEBSITE	PHONE CALL
GENERAL			
SANTS	(087) 3532504	NO RESULTS	NO COURSE
EMBURY	(087) 288 4765	NO RESULTS	NO COURSE
SACE	(086) 1007 223	NO RESULTS	NO COURSE
ETDP SETA	(011) 372 3300	NO RESULTS	NO COURSE
MATTHEW GONIWE	(011) 830 0768	NO RESULTS	NO COURSE
CURTIS NKONDO INSTITUTE	(010) 407 4402	NO RESULTS	NO COURSE
NAPTOSA	(012) 324 1365	NO RESULTS	NO COURSE
KWAZULU-NATAL			
UNIVERSITY OF KWAZULU-NATAL	(031) 260 3631	NO RESULTS	NO COURSE
UNIVERSITY OF ZULULAND	(035) 902 6000	NO RESULTS	NO COURSE
DURBAN UNIVERSITY OF TECHNOLOGY	(033) 845 9031	NO RESULTS	NO COURSE
GAUTENG			
UNIVERSITY OF THE WITWATERSRAND	(011) 717 3003	NO RESULTS	NO COURSE
UNIVERSITY OF JOHANNESBURG	(011) 559 5233	NO RESULTS	NO COURSE
UNIVERSITY OF SOUTH AFRICA	(021) 429 8636	NO RESULTS	NO COURSE
UNIVERSITY OF PRETORIA	(012) 420 5721	NO RESULTS	NO COURSE
TSHWANE UNIVERSITY OF TECHNOLOGY	(012) 382 9338	NO RESULTS	NO COURSE
VAAL UNIVERSITY OF TECHNOLOGY	(016) 950 6777	NO RESULTS	NO COURSE
MPUMALANGA			
UNIVERSITY OF MPUMALANGA	(013) 002 0001	NO RESULTS	NO COURSE
LIMPOPO			
UNIVERSITY OF VENDA	(051) 962 8502	NO RESULTS	NO COURSE
UNIVERSITY OF LIMPOPO	(051) 268 4895	NO RESULTS	NO COURSE
FREE STATE			
FREE STATE UNIVERSITY	(051) 401 9111	NO RESULTS	NO COURSE
CENTRAL UNIVERSITY OF TECHNOLOGY	(051) 507 3370	NO RESULTS	NO COURSE
NORTH WEST			
NORTH WEST UNIVERSITY	(018) 389 2340	NO RESULTS	NO COURSE
EASTERN CAPE			
RHODES	(046) 603 8111	NO RESULTS	NO COURSE
NELSON MANDELA METROPOLITAN UNIVERSITY	(041) 504 1111	NO RESULTS	NO COURSE
WALTER SISULU UNIVERSITY	(047) 502 2111	NO RESULTS	NO COURSE
FORT HARE UNIVERSITY	(043) 704 7218	NO RESULTS	NO COURSE
WESTERN CAPE			
UNIVERSITY OF CAPE TOWN	(021) 650 2772	NO RESULTS	NO COURSE
UNIVERSITY OF THE WESTERN CAPE	(021) 959 3888	NO RESULTS	NO COURSE
STELLENBOSCH UNIVERSITY	(051) 401 9281	NO RESULTS	NO COURSE
CAPE PENINSULA UNIVERSITY OF TECHNOLOGY	(021) 680 1502	NO RESULTS	NO COURSE
NORTHERN CAPE			
SOL PLAATJIE UNIVERSITY	(053) 491 000	NO RESULTS	NO COURSE

APPENDIX D: SURVEY