**District Partnership Project - Baseline Study
Summary of main trends across 3 provinces
9 July 2102**

**Perceived, observed and emerging
district support needs**

A) Support provided to schools

Number of schools responsible for

What was said	What has been observed
CMs: 20 – 48 CAs: 100 – 500	Observations confirm these trends

Number of school visits per year
There are as many differences in the number of schools visits as there are CMs and CAs

What was said	What has been observed
CMs: from once a month to between once and three times a year CAs: from once per term, to once a year, to only half the schools in a year	Observations confirm these trends

Time spent in each school per visit
The average visit is about 3 hours, but there are significant variations between individuals, and depending on the purpose of the visit

What was said	What has been observed
CMs – from 30 minutes to the whole day; with the average around 3 hours CAs - from 1 hour to the whole day; with the average around 3 hours	The norm for visits is closer to 1 hour Longer visits are very occasional

Support provided to schools: CMs
A very broad range of support consolidated as follows:

What was said	What has been observed
Support listed by CMs Many: teacher training in curriculum, content, skills and assessment Most: school leadership & management and curriculum management & monitoring All: long lists of vastly different support also provided. (Almost every CM had a different list of support provided) VS **Support selected from interview list** About a third: often or sometimes focus on almost all of the issues	CMs: Appear to be/feel responsible for all issues/ too broad a range of issues including curriculum implementation Don't share a coherent sense of what they are responsible for Are not sure about what their focus should be Feel that CAs are not taking responsibility for/effectively supporting curriculum implementation Are not able to visit their schools regularly

Half: sometimes consult with teachers and organise and conduct personal support and development of SMTS and educators	
All: often consult with SMTs/principals and organise curriculum/management and leadership training	

Support normally provided to schools: CAs

What was said	What has been observed
Support listed by CAs All: curriculum implementation issues VS **Support selected from interview list** Most – often consult with teachers, support curriculum implementation, and facilitate the development of school structures. Most – sometimes focus on other curriculum related support	**CAs:** Have a clear focus on curriculum implementation Are not able to visit their schools regularly Seldom visit classrooms and observe lessons

How support is provided

What was said	What has been observed
CMs: Monitoring; school and circuit-based workshops; meetings; one-on-one training; guidance and coaching CAS: Workshops, demonstration lessons, school visits, supplying documents/LTSMs, meetings	**CMs:** Provide support mainly in the form of dealing with crises and monitoring compliance Appear to lack confidence about how else to support schools **CAs:** Provide support mainly in the form of monitoring compliance Appear to lack confidence about how else to support curriculum implementation

Is the support you offer improving teaching and learning?

What was said	What has been observed
Most CMs and CAs: Are confident that their work is improving teaching and learning Measure the impact of their work more in terms of teaching, learning and assessment (curriculum issues) than any other issues	Overall school functionality and learner results do not support the confidence of CMs and CAs

What do you think you should be doing differently to make your support to schools more effective?

What was said	What has been observed
CMs: All - more curriculum monitoring and support Most - A very wide range of other things CAs: Most - more time in classrooms monitoring and supporting; providing resources and training	Observations confirm these trends in the intentions of CMs and CAs

B) Support provided to officials

Training/orientation/induction received when appointed

What was said	What has been observed
CMs: Just over a third - none Another third - basic orientation Otherwise – individual training in a number of different areas CAs: Almost half – none Less than a third - curriculum training Otherwise – a variety of training in a number of areas	No evidence of common induction programmes for CMs or CAs No evidence of coherent training programmes to develop the capacities required for their respective jobs

Resources available to help you perform your duties

What was said	What has been observed
CMs: About two thirds - subsidised vehicles Just under half - computers, policy documents, monitoring instruments The rest - very limited resources CAs: About three quarters - policy documents About half - monitoring tools, transport A third – computers A quarter - teaching and learning materials and office resources A quarter - minimal or no resources	Observations appear to confirm these trends

Who do you collaborate with to support your schools?

What was said	What has been observed
CMs and CAs: Long lists of people and groups they collaborate with	No clear evidence of meaningful, coordinated collaboration impacting on schools or their results

What is the nature of this collaboration?

What was said	What has been observed
The lists do not suggest coordinated collaboration by CMs or CAs with the same individuals or groups	Observations confirm these trends

D) Challenges faced by officials

Challenges

What was said	What has been observed
Challenges working with schools **Most CMs** Often - shortage of resources Sometimes - education policy implementation challenges **Half CMs** Often - too many education reforms in short space of time Sometimes – almost all of the listed challenges **Most CAs** Often – shortage of resources, insufficient time to conduct roles and responsibilities; too many education reforms; and lack of collaboration in the education system **Half - two thirds CAs** Sometimes – all of the listed challenges **Challenges supporting teachers, SMT's, colleagues** CMs and CAs: Most – a whole range challenges similar to those of working with schools	Observations confirm these challenges

E) Needs of officials

The duplication of responses for professional and personal development suggests that the respondents do not differentiate between them. Duplications have been omitted from the personal development answers below.

Professional development needs to enable better support to your schools

What was said	What has been observed
All CMs and CAs: Training and support to do their job Resources necessary to do their job	Observations confirm these needs

Personal development needs to enable better support to your schools

What was said	What has been observed
Most CMs and CAs: Developing interpersonal skills Further education	Observations confirm these needs

F) Overall trends:

- CMs are responsible for a manageable number of schools, but with responsibilities for too many issues, with too little training and support, too few resources and too little time to be effective.

- CAs have a clearer, more manageable set of responsibilities, but are responsible for too many schools, with too little training and support, and too few resources and too little time to be effective.

- Both situations make it difficult to provide much more than short compliance monitoring visits.

This is confirmed by the apparent contradictions between:
- The kind of support officials believe they are providing, and the positive impact they believe it is having on schools, teaching and learning;
  VS

- The low levels of functionality in their schools; the limited uptake of curriculum change by teachers; and consistently poor learner results in their schools

It is also supported by:
- The many challenges that undermine their efforts; and

- The consensus that their greatest needs are training, support and resources to do their jobs

G) Emerging needs

CMs and CAs need:
- A common induction and training programme to orient them to their job descriptions and the policies they are responsible for overseeing, and to ensure that they are enabled to fulfil their key roles and responsibilities

- Support to develop ways of working collaboratively, creatively and effectively (with extremely limited resources) to support schools to utilize the limited resources they do have optimally

- Interpersonal skills training that will support them to embrace, model and enable schools to adopt and implement the required values, attitudes and practices (expressed in the constitution and the Batho Pele Principles, and embodied in policy guidelines)

More specifically
CMs need:
- Clarification of their roles and responsibilities in general. In particular: the scope of their work needs to be reduced to focus on key issues related to establishing basic school functionality and the leadership and management necessary to sustain it.

- Ongoing on-the-job training and support to meaningfully support principals and SMTs to lead and manage their schools to effective basic functionality

CAs need:
- To find appropriate ways to support meaningful curriculum implementation in clusters of schools in ongoing cycles so as to address the challenge presented by the number of schools they have to support

- Ongoing on-the-job training and support to meaningfully enable effective curriculum implementation