

Chapter 16

Effectiveness of the Connoisseurship Supervision Model on Quality of Teaching in the Context of Developmental Supervision: The Case of South African P–12 Education System

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ABSTRACT

This study examines the effectiveness of the connoisseurship supervision model in improving the quality of teaching within the context of developmental supervision, focusing on the South African P-12 education system. Using a mixed-method approach, the research involves South African school managers and educators. Data from three purposively selected focus group interviews provide qualitative insights, complementing quantitative data for a comprehensive analysis. Results show a positive link between the connoisseurship supervision model and enhanced teaching quality. However, the implementation of the Integrated Quality Management System

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(IQMS) demonstrated weaknesses in supervisory and evaluation skills, limiting teacher development and overall teaching quality improvement.

INTRODUCTION

The aim of this research is to enhance teaching quality and leadership development through the application of connoisseurship supervision within the South African P-20 educational landscape. P-20 education encompasses the entire spectrum from preschool through to postsecondary education, reflecting a holistic approach to lifelong learning and development. By focusing on the P-20 continuum, this study addresses the need for a cohesive and consistent approach to educational quality and leadership that spans all educational stages. Connoisseurship supervision, characterized by deep expertise and reflective practice, is proposed as a transformative method to address persistent challenges in teaching and leadership, such as inadequate supervisory skills and ineffective performance evaluations (Steyn, 2010; Mestry, Hendricks & Bisschoff, 2009).

This study intends to contribute significantly to three key areas. Theoretically, it will advance understanding of the connoisseurship supervisor's role and impact across the P-20 educational spectrum. Practically, it aims to offer actionable recommendations for enhancing supervisory practices and improving teaching quality, addressing the identified gaps in current practices. Policy-wise, the research seeks to inform the development of comprehensive teacher evaluation and professional development programs, ensuring that they are effective and aligned with best practices across all stages of education, ultimately fostering a culture of continuous improvement and excellence.

Background to the Study

The findings of many international studies confirm that school-based managers in other countries including South Africa are lacking expertise in teacher supervision and performance evaluation programs aimed at improving the quality of teaching (Steyn, 2002, 2010, 2011; Mestry, Hendricks & Bisschoff, 2009; Bubb & Earley, 2010). Other researchers (Eisner, 2017) claim that such managers are lacking connoisseurship supervision qualities which put a lot of emphasis on continuous professional training sessions for leaders and managers in schools to ensure continuous improvement of their institutions. Being a connoisseur (among other qualities) involves displaying a broad understanding of a subject/subjects while showing proper supervisory skills. (Ralph, 2005; Glickman, Gordon & Ross-Gordon 2013, 2005; Kadushin & Hartkness, 2014). Madziyire (2000) and Eisner (2017) associate

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