

Scratching the Outside? Perspectives of Subject Advisors on their Practices in Supporting Teaching and Learning in South African Schools

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ABSTRACT This paper investigated how Subject Advisors perceive their support for teaching and learning in schools. The qualitative research approach was used and two subject advisors were purposively selected from two underperforming Education Districts. Since this study was premised on the interpretive paradigm, the researcher used semi-structured interviews to collect data. The qualitative data analysis method was used and data from different participants were simultaneously analyzed and categorized into themes. The data showed that Subject Advisors perceived support for teaching and learning as merely monitoring the progress in syllabus coverage. It also emerged that Subject Advisors sometimes identified areas where there are shortfalls and focused on how they can assist teachers to perform better in those areas. It can be concluded that their approach is top-down, as teachers did not have much input in the improvement of their own pedagogical as well as pedagogical content knowledge. This study recommends that Subject Advisors have pre-sessions with teachers in which they develop a coherent support program together.