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The role of supervisors in the implementation of the Integrated Quality Management System in schools

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The aim of the study reported on here was to evaluate the roles of supervisors in the implementation of the Integrated Quality Management System (IQMS) in South African schools. The supervisors are the School Management Teams (SMTs), namely principals, deputy principals, or heads of department (HoD), circuit managers, and district coordinators. We followed a qualitative approach to evaluate the implementation of the IQMS based on supervisors' perspectives. A case study research design was used with an interpretive paradigm to evaluate the day-to-day practices of the IQMS. The population in this study consisted of 38 supervisors (circuit managers, principals, deputy principals and HoDs). Purposive sampling was used to select 12 participants who have been supervisors in the past 10 years. Data were collected through individual semi-structured interviews and document analysis. Kolb's learning theory was used as a theoretical lens to evaluate how the IQMS was applied in the circuit under study. Thematic analysis was used to analyse the data. The study revealed that there was no proper implementation of the IQMS in schools. Teachers conducted the IQMS for monetary reward instead of quality assurance. We conclude that the roles and responsibilities of supervisors are crucial during the implementation of the IQMS in schools, and that a huge discrepancy existed between the perceptions of supervisors and educators. We recommend that continuous training for both supervisors and educators is necessary for better implementation.

Keywords: development appraisal; integrated quality management system; performance measure; supervisor; whole-school evaluation

Introduction and Background of the Study

The Integrated Quality Management System was established by the Education Labour Relations Council in 2003. This policy is mandatory for all schools in South Africa and all supervisors; i.e. circuit managers, principals, deputy principals and heads of departments, and educators must comply with its rules and regulations. It comprises three programmes; namely, Development Appraisal (DA), Performance Measurement (PM), and Whole School Evaluation (WSE) that are aimed at enhancing and monitoring the performance of educators. The purpose of the IQMS is to evaluate educators' performance, to monitor an institution's overall performance, to promote accountability, to provide support for continued growth, and to determine the kinds of needs that educators, schools and district offices have with regard to support and development. When the IQMS is implemented well, it enhances quality and accountability for teachers. Supervisors have the responsibility to monitor and ensure good implementation. However, it appears that supervisors in the Warmbad Circuit did not supervise the process well, and as a result it affected the integrity of the IQMS implementation.

Chen, Eberly, Chiang, Farh and Cheng (2014, in Heystek, 2015:3) discuss the motivational factor of this performance appraisal method and indicate that the level of trust between the people involved in the performance appraisal is important to gain a positive result. In countries like the United State of America (USA), the development of evaluation is done at district level and this assists to improve the standard of teaching. In the western region of the USA, "principals are primary evaluators of teacher performance, but assistant principals also conduct evaluations at large elementary, middle, and high schools" (Kimball & Milanowski, 2009:41). In this case it is senior managers' (principals and assistant principals) responsibility to ensure that teachers are evaluated within their region.

In Botswana, teachers' appraisal has been used as a tool to monitor teachers and ensure accountability. The appraisal system in Botswana is called Teaching Service Management (TSM). This system seeks to portray a non-threatening, valid, and comprehensive system, which would offer teachers the opportunity to learn constructively from their own assessment (Chisholm & Chilisa, 2012, Monyatsi, 2009:183).

Prior to the democratic dispensation in South Africa in 1994, teachers were subjected to a system of inspection as a method of the IQMS. Teacher unions and representatives from the Department of Education and Training (DET) met at the Education Labour Relation Council (ELRC) to discuss how to proceed with the IQMS of teachers. This resulted in the development of Collective Agreement No. 8 of 2003, which is referred to as the IQMS for school-based educators. Although the collective agreement was signed on 27 August 2003, the policy was only implemented in April 2005, and teacher training on the implementation of the system began in the same year (Lucas, 2011:1). When the Department of Education introduced the IQMS process in 2003, it was for the purpose of measuring the achievement levels of teachers in the country. This implied that all staff members at schools, including principals, were required to complete the IQMS forms annually as part of this process.

In the implementation of the IQMS, supervisors have specific roles and as such supervisors need certain skills to perform their roles effectively. At school level, the IQMS is mainly used as an evaluation tool to assess teachers' performance. Stakeholders in the process are the SMT, the development support group (DSG), the school development team (SDT) and the evaluated educator. The first year of implementation involves a baseline evaluation, followed by summative evaluation in the following year. The process is as follows: self-evaluation by the educator, pre-evaluation discussion meeting between the DSG and the educator, and observation of the educator in the classroom. A post-evaluation is done by the DSG and the educator, after which internal moderation is done by the SMT and the SDT for final submission to the district office for verification. Based on their scores, teachers receive pay-progressions for achieving their performance standards.

The purpose of this study was to investigate the role of supervisors in the implementation of the IQMS with a view to suggest possible approaches that supervisors may use to fulfil their roles and responsibilities.

Research Question

What is the role of supervisors in the implementation of the IQMS in schools?

Literature Review

According to De Waal and Counet (2009:381), the roles of the supervisors in the implementation of the IQMS must be emphasised. Successful implementation of the IQMS is crucial (De Waal & Counet, 2009:381). Much research has been done in an attempt to define the performance of educators as a concept, but there is still a need for an effective and efficient implementation of the IQMS (De Waal & Counet, 2009:367). The role of supervisors in the implementation of the IQMS in schools is to ensure that all the processes are followed, including the policy (Malema, 2013). Understanding and implementing the IQMS policies differ from country to country. We used literature from different countries to gain an understanding of the research topic.

Quality enhancement measures in international countries

According to the School Appraisal Regulation, the governing body and the supervisors have the responsibility of exercising their functions under the mentioned regulation (ELRC, 2003). In the United Kingdom (UK), supervisors have the responsibility to ensure that quality teaching is maintained and that teachers perform their duties as regulated (Welsh Statutory Instrument, 2002:s. 2, in Bokgola, 2015:8). The instrument further

indicates that the head teacher must appoint an appraiser for every teacher (Bokgola, 2015:8).

Ngobeni (2014:106) supports Bokgola (2015:8) in that Regulations 4 and 21 in the School Appraisal Regulation reveal that the school principal (as a supervisor and sometimes assisted by the deputy principal or HOD) appoints evaluators for teachers at schools (Education (School Teacher Appraisal) (Wales) Regulations (2002:s2)). Nkambule (2010:20) believes that each teacher is evaluated by one evaluator, the supervisor, or an appointed appraiser. In the UK internal evaluation is implemented, although researchers are calling for the introduction of external evaluation, because external evaluators will be able to evaluate a number of complete lessons, which cannot be done by senior staff (Nkambule, 2010:20). It thus seems that the same challenges experienced in the UK also apply to South Africa, although external evaluators are not appointed in South Africa (Bokgola, 2015:8).

In USA, "a number of districts developed their evaluation system based on teaching standards" (Le Roux, 2002:2). For example, in the western USA, the principals are primary evaluators of teachers' performance, but assistant principals conduct evaluations at large elementary, middle and high schools (Kimball & Milanowski, 2009:41). Bokgola (2015:9) and Nkambule (2010:21) support this by noting that teachers are evaluated by principals and assistant principals in large schools, because they are the only senior managers at school levels. Even though principals and assistant principals are evaluators in the USA, they face challenges when implementing the evaluation system (Kimball & Milanowski, 2009:34, in Nkambule, 2010:22). Bokgola (2015:9) indicates that the USA evaluation system presents challenges with regard to time management. Furthermore, it involves an increased number of meetings and accumulates volumes of paper work (Halverson, Kelly & Kimball, 2004:179). Halverson et al. (2004) as supported by Bokgola (2015:9) and Heystek (2015:4), found that principals experienced difficulties in scoring the performance of teachers. Bokgola (2015:9) and Heystek (2015:4) express concern that raters scores differed considerably with regard to accuracy and the manner in which feedback was provided to teachers.

Bokgola (2015:9) and Heystek (2015:4) point out that principals are experiencing challenges in implementing teacher evaluation effectively, and therefore, recommend that there should be an external evaluation. Thus, education district officials or external evaluators need to evaluate teachers to improve quality of teaching and learning (De Waal & Counet, 2009). When evaluating teacher performance, management in the USA seem to experience similar challenges (lack of

knowledge to integrate technology into teaching and learning) to those experienced by some principals, SDTs and the DSGs in South Africa (Heystek, 2015:4; Mosoge & Pilane, 2014:2; Nkambule, 2010:22).

Quality enhancement measures in African countries

The IQMS in Botswana was introduced as a measure to promote accountability in schools (Bokgola, 2015). The first National Commission on Education of 1976 proposed the support of supervisors by establishing a close relationship between teachers and the Ministry of Education (Heystek, 2015). "To strengthen supervisory roles and performance, the Government White Paper on Job Evaluation for Teachers was implemented in 1988. It emphasised the need for continuous assessment for teachers. It also proposed reforms that called for massive expansion in education" (Bokgola, 2015:11). According to Baloyi (2004), teachers expressed strong views against the evaluation process and as a response, teacher appraisal was implemented in 1991. More regular assistance to and professional stimulation of classroom teachers were recommended (Malema, 2013). As a result, an instrument for measuring teacher performance was developed in 1994 and implemented in 2003. The new appraisal system is called Teaching Service Management (ELRC, 2003). The instrument seeks to portray a non-threatening, valid, and comprehensive system, which would offer teachers the opportunity to learn constructively from their own assessment (Chisholm & Chilisa, 2012, in Bokgola, 2015:11; Monyatsi, 2009). Among the challenges with the implementation of TSM, most teachers complained about a lack of training and that the evaluation system was not implemented according to the guidelines. The Botswana teachers also lacked technology skills to integrate in their IQMS practices just like teachers in South Africa (Bokgola, 2015:11).

During the apartheid era, teacher appraisal in South Africa was conducted by the "inspectorate system" (Nkambule, 2010:3). The inspectorate system had no transparency in the sense that educators had no say in the way that inspections were carried out and the criteria used for evaluating their performance (Le Roux, 2002:131, in Nkambule, 2010:3). It was strongly influenced by a judgmental approach and it did little to develop a climate of support and collegiality in schools (Malema, 2013:8). The inspectors were responsible for evaluating teachers and they overtly focused on accountability and neglected teacher development and school improvement (Class Act, 2007:82). Nkambule (2010:3) states that "[i]n most cases, inspectors would conduct a classroom visit to observe teachers teaching in class, but did not provide the recommendations for teacher

development despite identifying the mistakes." The inspectorate system became unpopular with teachers throughout the country because teachers were dissatisfied with the manner in which it was carried out in schools (Masoge & Pilane, 2010). The unpopularity of the inspectorate system and its work led to widespread neglect and resistance to performance appraisals in education (Le Roux, 2002:131).

The so-called teacher performance management trajectory in South Africa went through a number of phases after the 1994 democratic elections (Class Act, 2007:82). Nkambule (2010:4), supported by Malema (2013:1), argues that after getting rid of all remnants of the inspection structures that remained from the previous regime, the "department started with a Developmental Appraisal System (DAS), moved towards a Whole School Development System (WSD), then towards a WSE System, which was further developed into a PM system, which culminated in the IQMS that has become practice in South African schools" (ELRC, 2003:12). The DAS aims at appraising individual teachers in a transparent manner whereby a teacher evaluates him/herself and discusses the outcomes with the DSG at every school (Kimball & Milanowski, 2009). The WSE evaluates the overall effectiveness of a school while the PM evaluates individual teachers for salary progression, grade, appointment affirmation, rewards, and incentives (ELRC, 2003:Section A).

All three of these policies (DAS, WSE, and PM) were met with implementation problems in the relevant province owing to the manner in which they were advocated by school-based teachers (Daniels, 2007:5). When the IQMS was advocated, it was a way of stepping back and reflecting collectively on the enacted policies. The Department of Education (DoE) thought that for quality in the system, different structures needed to be in place as a way of ensuring continuous improvement (Malema, 2013:1). For the IQMS to be successfully implemented, researchers such as Makubung (2017:5); Ngobeni (2014:105); and Nkambule (2010:2) indicate that certain structures should be introduced in schools, like the SDT and DSG (ELRC, 2003:Section A-D).

Although the apartheid system in South Africa ended in 1994 many problems related to schooling still exist (Kempen & Steyn, 2011). During the apartheid era, external evaluation was done through inspection and teachers experienced this form of evaluation as unpleasant and viewed it with suspicion, which led to the breakdown of the culture of teaching and learning in schools (Keshav, 2012:27). As a result, the Department of Basic Education (DBE) radically shifted the direction of education with a series of policy initiatives and legislation, with clear implications

for managing the education system (Bantwini, 2009:177). One of the initiatives was the emergence of an appraisal system for educators (Class Act, 2007:25). Consensus for the new educator appraisal model, the IQMS, was reached in August 2003 (ELRC, 2003, in DoE, Republic of South Africa [RSA], 2010:9). The aim of implementing the IQMS was to transform the character of education. Provision was made to eliminate the imbalances of the past (DoE, 2005:1). As a result, it aimed at correcting the weaknesses of teachers and focus on their strengths. In addition, the emphasis should not only be on the outputs like lesson plans and mark sheets but also on the context and teaching as a complex process (ELRC, 2003:4). However, what seems to be lacking is proper implementation of the IQMS by supervisors in schools.

The success of the implementation of the IQMS depends on the ability of the supervisors in schools to lead the advocacy campaign and to monitor and evaluate the processes to check whether the implementation process had achieved its goals or not (Nkambule, 2010:5). The Class Act (2007:82) and the National Education Evaluation and Development Unit (DoE, RSA, 2010:9) were “commissioned to conduct the implementation review of the IQMS.” The ELRC (2003:4) also demonstrates that teachers were evaluated internally.

The purpose of the IQMS is to determine the pertinent educators’ needs. Furthermore, the focus is on the schools’ and district offices’ needs in terms of support and development to assist with continued growth to empower educators, to encourage accountability, to monitor the institution’s overall effectiveness and to assess the educators’ performance (DoE, 2005:1). The IQMS comprises three programmes, namely, the DAS, the PM and the WSE, and each programme has its own specific purpose (ELRC, 2003:2).

The implementation of the IQMS was delayed until July 2004, as the DoE and the teacher unions were unable to come to an agreement on the manner in which these programmes should be implemented (Baloyi, 2004:18). Classroom inspection was the main area of conflict because the teacher unions regarded this as an extension of the apartheid principles and judgmental classroom inspections, rather than promoting nurturing practices (Baloyi, 2004:181). On the other hand, the DoE claimed that classroom inspection was aimed at teacher support and development. The first phase of the IQMS was to run from 1 July 2004 to 31 July 2005, but the teacher unions indicated that the programme was not timeously implemented to ensure sound assessment by July 2005 (Boyle & Mkhize, 2004:4). The implementation of the IQMS in South African

public schools started in January 2005 (Nkambule, 2010:6).

Theoretical Framework

Kolb’s learning theory was used as the framework for this study. Kolb (1974:4) views learning as an integrated process with each stage being mutually supportive of, and leading into the next stage. According to Malatji and Singh (2018:97), “no individual stage of the cycle is an effective learning procedure on its own. Kolb states that different people naturally prefer a certain single different learning style.” Therefore, an individual’s preferred style is influenced by different factors. The stages are intertwined and can be entered at any stage.

Diverging (feeling and watching)

In most cases, supervisors prefer watching over doing, which according to Kolb, is “diverging.” Therefore, proper implementation of diverging requires of someone to first gather information and use it to supplement his/her own imagination before implementing it properly. Kolb called this style “diverging”, as supervisors perform better in situations that require the generation of ideas. In the IQMS, supervisors work in groups, listen with open minds, and receive personal feedback. In South Africa quarterly meetings for supervisors are held where issues like the IQMS implementation, challenges, and investigations are discussed. In addition to this, teachers work together as a group during the verification of the summative evaluation of the IQMS.

Assimilating (watching and thinking)

For the supervisors to assimilate the acquired knowledge or supervisory skills, they require proper explanations and directions from the authorities. According to Kolb, assimilation is easily acquired through watching and thinking, which means that the supervisors should watch the work of their educators, and think how best they can be supported to do the correct thing. Teachers’ IQMS files that are not compiled or completed correctly, are returned to teachers by their supervisors for corrections after moderation, which is the same as Kolb’s “converging” (doing and thinking).

Converging (doing and thinking)

Looking at this Kolb’s theory, teachers fulfil the convergence phase by reflecting or thinking about how they conducted the lesson with a view to identify areas that did not go well for the sake of improving in future.

Accommodating (doing and feeling)

For supervisors to accommodate educators’ final scores/marks (after observing teacher’s lessons)

they need to compare those scores with what is reflected in the policy, as well as with the educators' performance in the subjects they teach. The performance of educators may also be judged through learner achievement in the subject that the educator teaches. This means that there must be correlation between teacher performance and learner achievement. Therefore, accommodating educators' final scores and performance becomes very important for the supervisors' roles and responsibilities since it is one of the measures to promote quality teaching and learning.

Methodology

The qualitative research approach was used in this study. A qualitative approach was relevant because it allowed us to gain deep insights about the roles of supervisors during the implementation of the IQMS. An interpretive paradigm also assisted us to investigate the day-to-day practices of supervisors of the IQMS to establish whether they fulfilled their roles as supervisors. A case study research design was used since we focused on the Warmbad circuit as a case. We made direct contact with the participants via semi-structured individual interviews in order to observe their actions and their feelings regarding their supervisory roles in the implementation of the IQMS. Document analysis was also used to gather additional information and to determine whether there was a need for clarification on what was said. A thematic approach was used to analyse the data.

Results

Supervisors are regarded as the people who carry more responsibilities in ensuring that schools run effectively and efficiently. The focus of this study was on the roles and responsibilities of supervisors in the implementation of the IQMS in schools. Supervisors were interviewed on their roles and responsibilities. The following sub-themes and issues were raised: monitoring; support and development of educators; proper implementation of the IQMS; regular assessment and feedback; advocacy and training; and the IQMS management planning. These sub-themes and issues raised were used to guide the discussion below. Kolb's (1974) learning theory was used to reinforce or confirm the findings.

Discussion

Main Theme: Role of Supervisors on the Implementation of the IQMS in Schools

From the main theme the following sub-themes emerged: monitoring, support, and development of educators; proper implementation of the IQMS; regular assessment and feedback; advocacy and training; the IQMS management plan. Each of the sub-themes is discussed below.

Monitoring, support, and development of educators

The participants indicated that for proper implementation of the IQMS, there must be continuous monitoring, support, and development. If educators are not monitored, teaching and learning will suffer negative consequences. This sentiment was supported by four supervisors who believed that *"their roles are to ensure that IQMS is implemented properly, in such a way that educators are thoroughly developed, supported, and understand IQMS and what it entails."* We also revealed that monitoring, support, and development are important for the advancement of teaching and learning. For effective teaching and learning, all three activities need to be done continuously. This is emphasised by Malema (2013) who mentions that the monitoring process is an on-going activity conducted by departmental officials, namely, the SMT, SDT, and the DSG. Kolb (1974) refers to active experimentation which involves the ability of supervisors to act on the actual implementation of the IQMS (in their case, supervisory role). During the implementation of the IQMS, SMT members are responsible for record-keeping and the overall performance of educators through the IQMS; the SDT's responsibility is to ensure that the IQMS is implemented in the school; and the DSG's responsibility is to mentor and support educators after evaluation.

We found that the supervisors and DSG members used coaching skills to help educators to improve, offered advice on changing behaviours and approaches, encouraged progress towards achieving goals, as well as adding value to teaching and learning. As part of the development of educators, supervisors should also inform schools of development programmes to be offered, and make the necessary arrangements for educators to attend. Educators attend development programmes and at the same time receive the necessary support from the members of the DSG (Letsoalo, 2009:28). One of the responsibilities of the support group after the lesson observation is to assist the evaluated educator to develop a Personal Growth Plan (PGP), monitor it on a quarterly basis, and give support to the educator on the areas where developmental needs are required (ELRC, 2003:13). The findings reveal that the supervisors were proficient in the IQMS and what it entailed, how it should be implemented, and what was expected from their educators. Supervisors are required to keep record of monitoring and support for proper development, which will assist them to determine whether educators are progressing or are still struggling.

The findings reveal that the educator's strengths and areas that needed development had to be continuously and regularly monitored to enhance effective teaching and learning. This will

also make educators realise that the IQMS implementation is for developmental purposes, and not for monetary purposes alone. Monitoring and support in the IQMS is a process, and educators need to be aware as such. Every educator needs to attend development workshops as laid out and planned by the schools, the district, and the province. The main purpose of these workshops is to assist the educator in gaining more knowledge on the implementation of the IQMS. This again refers to Kolb's learning theory (1974:4) of converging, which relates to "think and do", where workshops are presented for the educators showing them how to complete the IQMS documents.

Proper implementation of the IQMS

The proper way to ensure that the IQMS is implemented properly in the school is to follow the policy on the IQMS. In the context of Kolb's theory, active experimentation refers to the way of doing things. In the IQMS policy is an important tool that outlines all the activities such as planning, advocacy and training, implementation, and incentives. It is also very important to adhere to implementation time frames, as well as knowing the responsible persons and how activities are to be done in the IQMS. When supervisors were responding regarding the proper implementation of the IQMS, a few were quoted as saying that "supporting the SDT, principals and educators was fundamental in how well IQMS was implemented, and that they know what is expected of them in terms of the meeting dates, minutes and any issues that educators might have."

From the study it emerged that proper implementation of the IQMS was one of the most important aspects of the system. Serious challenges will result if the IQMS is not implemented properly. However, various reasons may lead to the poor implementation of the IQMS such as poor planning, a lack of accountability, a lack of understanding, negative attitudes towards the IQMS, and a lack of supervisor interest in the IQMS. Another major contributing factor was that schools operate without an IQMS Management Plan. Mestry, Hendricks and Bisschoff (2009:476) state that the "National Department of Education's advocacy programmes on IQMS are not intensively driven; the provincial departments are not providing sufficient training to teachers in the field of IQMS; the low morale of teachers is due to poor working conditions and remuneration packages; their inability to deal with policy changes; the top-down approach of the different provincial departments in policy matters (which have seriously infringed on the successful implementation of IQMS); and the resistance of the different unions due to the unilateral decisions taken by the department on IQMS" (Keshav,

2012:29). Furthermore, Malema (2013:24) and Pylman (2015:55) agree that putting the IQMS into practice remains the responsibility and priority of the SMTs. The circuit manager, as the head of principals in schools, has the overall responsibility to ensure that the IQMS is implemented efficiently and effectively.

Regular assessment and feedback

Supervisors' observation of educators in practice includes class visits, and an examination of mark and test files. According to Guskey (2000:20) "classroom observation provides information which is different to the information acquired and given through other appraisal practices." One of the best ways for one to learn is by being observed by others, for example, educators by their supervisors and learners by educators, and receiving specific feedback from those observations. In other words, constructive criticism offered by supervisors and peer educators can facilitate the enhancement of the educators' delivery in the classroom. In the context of Kolb's theory, reflective observation refers to watching, whereby supervisors observe educators.

For regular assessment and feedback, one supervisor mentioned in the interview that "for educators whose performances are dissatisfactory, they organise a meeting with them where they explain to them where they went wrong in terms of the rating system, why they received the low scores and find ways to help them improve or develop accordingly." The main aim of the supervisor is to assist and support the educator where possible, and come up with better strategies. It was found that one of the best ways for one to learn was by being observed by others, such as by educators or learners, and receiving specific feedback from that observation. Thus again, constructive criticism offered by other educators and learners can facilitate the enhancement of the educators' delivery in the classroom. Analysing and reflecting on the feedback information in the classroom can be a valuable contribution towards professional growth (Guskey, 2000:22). Carrell, Elbert and Hatfield (2002:225) state that "performance appraisal is the ongoing process of evaluating and managing both the behavior and human outcomes in the workplace." The main purpose of post-evaluation is to give feedback on the lesson presented. After the lesson presentation, the DSG must discuss their evaluation with the evaluated educator. The DSG must give feedback and the differences, if any, should be resolved. Feedback on classroom observation should focus on findings and mitigations (ELRC, 2003). The findings of the study reveal that supervisors used educators' PGPs for recording educators' challenges and assisting them with intervention strategies.

Advocacy and training

Advocacy entails lobbying stakeholders for support, or to be in favour of an idea. In the IQMS, educators, principals and schools' management receive training immediately after advocacy. Advocacy must address issues relating to the objectives and outcomes of the developmental appraisal, PM, and WSE. Advocacy should also address the relationships between these three programmes and how they should inform and strengthen one another in an IQMS. Advocacy and training must be intertwined. Training must be done by supervisors. In responding to issues related to advocacy and training, two supervisors mentioned the following: *"If one of the educators' mention that they are having leadership problems in their PGPs, they will then facilitate them by organising workshops that are concerned with leadership, or if they are having problems with performance management in schools, a workshop will be conducted for them, or a meeting is organised with principals in order to help them address those issues."* A management plan is also drawn up that will help address the developmental needs of the relevant schools.

In the context of Kolb's theory, active experimentation, which refers to "doing", means that training and advocacy are the first steps to be taken before the IQMS can be implemented. The study revealed that there was a need for advocacy and training to all educators. "Training typically involves providing supervisors with the knowledge and the skills needed to do a particular task, although attitude change may also be attempted" (Makubung, 2017:11). A study by Kimball and Milanowski (2009:41) showed that all supervisors in schools in the Limpopo province had been trained on the basic aspects of teacher evaluation systems, including understanding of the performance standards, interpreting different rubric levels and procedures to be followed. Similarly, the DBE (2011), Makubung (2017:11) and Malema (2013:23) believe that this is the first step in the implementation of the IQMS at school level.

Class Act (2007:53) mentions that "the most effective training happens before the implementation process so that participants become aware of the implementation challenges and training is provided to help them deal with those challenges", which confirm the findings of this study. Moreover, DoE, RSA (2010:27) recommends that quality evaluators with a high level of professionalism and autonomy from the provincial education departments and schools conduct the evaluation of educators. Supervisors showed that they were conversant with the training needs of the educators. Without it the IQMS process would be compromised.

The IQMS management plan

Based on Kolb's theory of abstract conceptualism, which refers to thinking, supervisors need to come up with ways of implementing the IQMS throughout the year and plan accordingly. Another aspect of Kolb's theoretical lens that relates to the IQMS management plan is reflective observation, which refers to watching. This is needed in order for the supervisors to determine whether their ways of implementing the IQMS were functioning well. The IQMS cannot be performed in a random fashion, but should follow a specific plan. Planning is very important because it gives direction, promotes coordination between the various departments, compels supervisors to look to the future, ensures that schools keep abreast of technology, ensures cohesion, and promotes stability (ELRC, 2003:19).

In response to schools having and implementing an IQMS management plan, two supervisors responded by stating that the IQMS was not difficult and that it wasn't something that educators needed to be afraid of. The IQMS was implemented to aid in the educators' development. It was implemented to monitor, assist and develop educators in order to make teaching and learning easier for them. The supervisors emphasised the importance thereof, by stating that the IQMS was there to help educators, not hinder them. It is clear from the findings of the study that all schools should have an IQMS management plan and must follow it. Furthermore, the plan must identify ways of attaining the goals as well as the resources needed for the task, which according to Malema (2013:24), "entails determining the future position of the enterprise, and guidelines or plans needed to reach that position." There is a need for collaboration among the supervisors in order to ensure effective implementation of the IQMS in schools.

Conclusion

We conclude that the roles and responsibilities of supervisors are crucial in the implementation of the IQMS in schools. There has been varying levels of success in delivery of the IQMS. However, there is still a need for training and understanding among educators about their roles to ensure better implementation of the IQMS. We conclude that educators view the IQMS as a hindrance rather than a benefit. It seems as though the advantages of the IQMS still need to be clarified. It can also be concluded that supervisors still need thorough training themselves. In addition, a lack of understanding by supervisors led to poor implementation of the IQMS. In conclusion, it has been established that the roles and responsibilities of supervisors on the implementation of the IQMS

play the most important role in the performance and professional development of educators.

Recommendations

- **Thorough and yearly training for supervisors:** It is recommended that supervisors undergo thorough annual training because the findings clearly indicate that this is required. Training aid supervisors in maximising their support to educators.
- **Quarterly accountability session for supervisors:** It is recommended that supervisors should attend quarterly accountability sessions at the district office to report on the implementation and progress made with the IQMS at their schools. We found that some supervisors were only active during the summative evaluations, which is a cause for concern because certain challenges experienced by certain schools during the year had not been addressed.

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Authors' Contributions

M.M. wrote the abstract, introduction and background of the study, the research questions and the literature review. K.S. wrote the theoretical framework, methodology, conclusion and recommendations of the study. L.K. wrote the discussion of the findings.

Notes

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