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ORIGINAL RESEARCH

Leadership for effective teaching and learning: The effective application of Educational Connoisseurship in the eyes of Masvingo district school leadership

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Abstract
Craft competence by school leadership in the application of supervision theories is the engine that propels quality implementation of syllabuses by teachers in schools. The study sought to investigate the effective application of connoisseurship supervision theory by school leaders in Masvingo district, Zimbabwe. This was a qualitative study which aimed at interpolating into the effective use of connoisseurship supervision in Zimbabwean schools. The case study design was employed with semi-structured interviews and focus group discussions used as the main data generation tools. The school leaders who had a workshop were conveniently sampled then purposive sampling was employed to get information rich cases of school leaders who were holders of a Master of Education degree in Educational Management to participate in the study. The major findings of the study were that connoisseurship helps to describe and evaluate on-going processes and events in the classroom, it helps school leaders to see the breadth and depth of qualities of work, helps in the examination of a plan and helps in increasing understanding of the classroom activities. Connoisseurship also helps in the analysis of pedagogical methods and their relevance over and above helping the school leader to recognise the missing elements in the teaching and learning process. The study concluded that school leaders have theoretical knowledge of connoisseurship supervision but they do not put that into practice. The study therefore recommended a series of workshops and training sessions on the practical application of connoisseurship supervision in schools to improve the quality of instruction.

Keywords: Supervision; Connoisseurship; Leadership; Craft competence

Introduction

School leadership's knowledge of supervision theories is considered as the pillar of efficiency and effectiveness (McLean, 2019) for effective teaching and learning. Plato ventilates the argument that school leaders will not be capable of governing their schools unless they put them in charge of their education. Great school leadership is founded in its ability and knowledge of effective supervision theories in schools. Schools suffer and are at the verge of decadence without effective supervision. Connoisseurship provides the knowledge necessary to navigate the terrain of ineffective supervision that characterise many schools in Zimbabwe. Supervision is experiencing a mild renaissance in schools due to overburdened school leadership as they give only cursory attention to the responsibility. There is great need for supervisors to have theoretical and practical knowledge of connoisseurship so that they appreciate what they encounter, they become aware and understand what is experienced and have a genuine curiosity around shared interests of a certain phenomenon (Uhrmacher et al., 2017).

In the process of improving teacher instructional competencies, many educators have come to realise that the quality of instruction not only depends on teachers but on supervisory staff. Supervisors have the responsibility of assisting teachers to deliver quality instruction, yet supervisors often lack necessary theories that provide provide them with knowledge and skills of effective supervision (Mapolisa & Tshabalala, 2013). Ozigi (2000) advises that heads require conceptual skills in supervision in its broadest sense in order to ensure that they fully understand what their roles and tasks as supervisors of schools

are. The search for instructional supervisory strategies that can deal with effective lesson delivery capacities of teachers and performance of students should be intensified (Mapolisa & Tshabalala, 2013). The introduction of programmes in universities in Zimbabwe on educational leadership and management was considered a panacea to improving supervision practices. Despite such grounding in supervision theories, very little has been seen to change the practice of effective supervision to navigate the problem of underperformance in schools. This study therefore seeks to find out whether schools heads apply one such supervision theory, connoisseurship, and to what extent they apply it.

Background to the study

The roots of supervision can be traced back to the industrial era, where workers were tracked so that they increase production. Scientific supervision was the order of the day. In Zimbabwe, scientific supervision has been the practice since education was introduced by the missionaries in the nineteenth century and the major dimension was inspection (Mapolisa & Tshabalala, 2013). The democratic administration movement which occurred in the United States of America's education system from the early seventies to the eighties influenced the development of instructional supervision in Zimbabwe.

Naturalistic models began to be developed in the later years as the thrust of evaluation focused on classroom practice (Ngwenya, 2020). This gave birth to educational connoisseurship. Educational connoisseurship entails questions of what is going on in the classroom and checks why it is important. School leadership conducting supervision should notice, describe and distinguish between different sorts of qualities in the classroom teaching and learning. The discourse of effective teaching and learning is all about fitness for purpose by both the school leader and the teacher. The quality of the supervisor in schools has emerged as one of the critical factors in improving educational standards. As such, the discourse of supervisor quality has taken agenda status in the realm of education today.

In Zimbabwe, school leadership is charged with responsibility to supervise teachers teach lessons and scrutinise exercise books to check on the quantity and quality of work given to learners. School leadership plays a key role in improving learning outcomes by influencing the motivations and capacities of teachers, as well as improving the school climate and environment through supervision. Effective school leadership is essential for improving the efficiency, effectiveness and equity of schooling. The School Head, Deputy Head, Teacher-in-Charge (TIC) and Heads of Departments (HODs) share the supervision roles in the Zimbabwean schools (Ministry of Primary and Secondary Education (2023). Supervision of educational personnel is the bed rock upon which effective teaching and learning is based and requires connoisseurship or some art for it to be effective. To that end, some minimum level of proficiency is required by the supervisors so that they can see over and beyond the events in the classroom and assist the teachers to improve. Despite the growth in access to education, the general performance of learners is poor and there is a considerable number of learners who remain deprived of receiving quality education based on their needs and capacities (Berruga, 2020:4) due to lack of effective supervision. Effective supervision is needed to make teaching and learning real in schools.

The success of every school in Zimbabwe in terms of learner pass rates, skills development and discipline, infrastructural development and projects, inter alia, largely depends on the calibre of its school leader (Thabela, 2023). The major goal of supervision is to improve the teaching and learning process. School leaders have to base their supervisory practices on informed theoretical frameworks for improved change in the school. Leadership for supervision is about one's ability to identify what works at a given context. It is also about being aware of the instructional needs (Bhengu & Myende, 2016).

Statement of the problem

Despite the availability of supervision theories and models that exist in literature, there is generally ineffective supervision in schools and many learners are underperforming. While several studies have looked at importance of supervision in schools in general (Ngwenya, 2020; Ampofo et al., 2019; Adewale, 2014), there has been no specific study to look at the effective application of connoisseurship supervision in schools in Masvingo district. Supervisors seem not to employ the theories effectively. Educational

connoisseurship is one such theory school heads are exposed to in their supervision studies. The study thus seeks to establish whether the school leaders apply connoisseurship effectively in their supervisory practices. The problem can be stated thus: To what extent do school supervisors apply educational connoisseurship in the supervision processes in schools in Masvingo district?

Research questions

This study was guided by the following research questions.

4.1 What is the school leaders' conception of connoisseurship supervision?

4.2 To what extent do school leaders apply connoisseurship supervision in schools?

4.3 What are the school leaders' experiences of applying connoisseurship supervision?

4.4 What are the benefits of connoisseurship supervision in schools?

Theoretical framework: Connoisseurship

This study was undergirded by the connoisseurship supervision theory. Eisner proposes an artistic paradigm to educational supervision and terms it connoisseurship. Connoisseurship is a concept founded by Eisner who proposes that educators like critics of the arts, bring their expertise to bear in evaluating the quality of education. The word connoisseurship comes from Latin cognoscere, to know (Eisner, 1998:6). It involves the ability to see, not merely to look. To do this we have to develop the ability to name and appreciate the different dimensions of situations and experiences, and the way they relate one to another. Eisner (1998:6) views connoisseurship as the "ability to develop in supervisors and supervisees the qualities and skills of appreciation, inference, disclosure and description." He further suggests that it is an "art of appreciation which can be displayed in any realm in which the character, import, or value of objects, situations, and performances are variably distributed, including educational practice."

Connoisseurship is the art of appreciation, not necessarily a liking or preference for that which is observed, but rather an awareness of qualities and the relationships among them (Eisner in Popham, 1975:106). Connoisseurship is also defined as "the art of perception that makes the appreciation of complexity possible (Sergiovanni & Starratt in Madziyire, 2000:38). The above definitions seem to indicate that connoisseurship has to do with possession of expert knowledge and good judgement in supervision, with qualities of and skills of appreciation, inference and disclosure.

It is through the art of connoisseurship that one is able to appreciate and internalise meanings in classrooms and through the skill of criticism that one is able to share or disclose this meaning to others. The art of appreciation is the tool of the connoisseur and the art of disclosure the tool of the critic. "Connoisseurship relates to any form of expertise in any area of human endeavor and is as germane to the problem involved in purse snatching as it is to the appreciation of the fine needle point" (Eisner, 1986:6). "Criticism is conceived of as a generic process aimed at revealing the characteristics and qualities that constitute any human product. Its major aim is to enable individuals to recognise qualities and characteristics of a work or event which might have gone unnoticed and therefore unappreciated," (Eisner as quoted in Cross, 1977:2). Connoisseurship is the art of appreciation. It can be displayed in any realm in which the character, import, or value of objects, situations, and performances are distributed and variable, including educational practice (Eisner, 1998:63).

The educational connoisseur, in Eisner's view, is aware of the complexities in educational settings and possesses refined perceptual capabilities that make the appreciation of such complexity possible. The connoisseur's perceptual acuity results largely from knowledge of what to look for (advance organisers, or critical guideposts), gained through a backlog of previous relevant experiences and this enables him/her to make the supervision process artistic (Eisner, 1979). In educational supervision, the connoisseur must be able to draw upon, and make use of, a wide array of information. One must also place his/her experiences and understandings in a wider context and connect them with values and commitments. The bringing together of the different elements into a whole involves artistry (Barone, 2010).

The connoisseur has the ability to distinguish what is significant from the ordinary using a set of techniques and to discern qualities of a process and judge its overall quality. The

connoisseur focuses on describing and exposing relevant qualities of the teaching and learning processes (Sergiovanni & Starratt, 1983). He/she relies on rich and vivid reporting of judgements and also on use of theory of social sciences to explain events and to highlight outcomes or consequence. The connoisseur employs the art of appreciation of significant qualities of the observed act, without making any public judgements.

The theory sees the leader's prime focus as responsible for promoting better outcomes for students, emphasising the importance of teaching and learning and enhancing their quality.

The more leaders focus their influence, their learning and their relationships with teachers on the core business of teaching and learning, the greater their influence on student outcomes (Robinson, Hohepa & Lloyd, 2009:28).

Without an understanding of the knowledge necessary for teachers to teach well, content knowledge, general pedagogical knowledge, content-specific pedagogical knowledge, curricular knowledge and knowledge of learners, school leaders will be unable to perform essential school improvement functions such as monitoring instruction and supporting teacher development (Spillane & Louis, 2002).

Literature

Fleisch (2008) points out that, 40% of South African primary school learners are illiterate or two levels below their expected reading levels. One would question the efficacy of leadership for supervision in that scenario. Leithwood et al., (2007) emphasise that as an influence on pupil learning, school leadership is only second to classroom teaching. Furthermore, they add that there does not exist one single documented case of a school successfully rerouting the trajectory of its pupil achievements and the presence of talented leadership. Leithwood et al., (2006) identify instructional leadership and supervision of teaching and learning as characteristics of effective school leadership.

Teachers matter in making things happen in the classroom. OECD conducted a research on dimensions of connoisseurship in teachers and found that teachers need attributes such as sensitivity to students' needs, enthusiasm, and commitment (OECD, 2005:164). The report further highlights that:

Teaching is increasingly seen as a professional activity requiring a careful analysis of each situation, choice of objectives, development and monitoring of suitable learning opportunities, evaluation of their impact on students' achievement, responsiveness to students' learning needs and a personal or collective reflection on he whole process (OECD, 2005:99).

Teachers matter provided there is a school leader who is well grounded in supervision theories.

School leadership has been receiving growing attention from educational policy makers, as research evidence indicates that school leaders play a crucial role in improving learner performance (Shava et al., 2021) through effective supervision. In a qualitative study whose purpose was to analyse the role of school leadership in enhancing learning achievement in schools, results from the study indicated that school leaders are cornerstones of achieving quality teaching and learning through employing a culture of effective supervision (Shava et al., 2021). While other factors within the school context may contribute to school turnaround, effective supervision is the main catalyst (Sayadi, 2016).

In a study on the relationship between principals' supervisory strategies and teachers' instructional performance in primary schools in Delta North Senatorial district in Nigeria, Osakwe (2010) discovered a significant relationship between the principal's supervisory strategies aand teachers' instructional performance. In their study on the impact of selected models of instructional supervision activities on students' academic performance in senior high schools in Ondo State in Nigeria, Alimi and Akinfolarian (2012) established a significant impact of school heads checking students' notes, class exercises and visitations, moderation of examination questions and marking schemes on students' academic performance in English Language. The study recommended that school heads must be keen in checking students' assessment records such as notes given by the teacher and class exercises to ensure that teachers are effectively carrying out instructional activities. The present study looks at the effective application of connoisseurship in

schools which resonates very well with the findings of studies carried out in Nigeria in finding out the state of the Zimbabwean context.

Research has shown that school head's direct supervision is concerned with improvement of the conditions that surround learning, pupil growth and effective teacher role performance in the school system (Ampofo et al., 2019; Adewale, 2014). A related study by Glanz et al., (2007) in the United States of America revealed that direct supervision of school heads in the instructional supervision process focuses on identifying pedagogical challenges encountered by their teachers in their instructional delivery and providing them with needed support to overcome them. In the Indian context, Tyagi (2010) emphasised that direct supervision creates a platform for both teachers and school heads to use their collective expertise in self-appraisal of teachers, to identify gaps in teacher skills, knowledge and competencies in order to provide the vital support needed for teachers' professional development.

In the Ghananian context, direct supervision roles of senior high school heads include supervision of day to day teaching and learning, ensuring adherence of teachers to the school timetable, facilitating provision of appropriate and adequate instructional delivery by teachers, ensuring punctuality and regularity by both staff and students, and providing direct assistance on varied issues of concern to teachers (Ghana Education System as cited in Sekyere, 2014). The study seems to be pointing to critical areas an educational connoisseur should look into, which is the purpose of the current study.

Research methodology

This study employed qualitative methodology grounded in the interpretivist philosophy in line with its central endeavour of understanding the subjective world of human experience (Creswell & Creswell, 2018). A case study design was employed (Yin, 2014). Convinience sampling of school leaders who had gathered at a conference was done. School leaders who were holders of Masters degrees in Educational Management were then purposefully sampled since they had knowledge of connoisseurship supervision theory (Rahi, 2017; Nikolopoulou, 2022) and this was the case in this study. Semi-structured interviews and focus group discussions were employed as the main data generation tools "to permit a more thorough understanding of the participant's opinions and reasons behind them" (Borg and Gall (1989:452). I used the semi-structured interviews recording using a phone in line with the thinking that they capture the "emic" perspective, that is, taking the view of the participants being studied by probing their frame of inner meaning (Strauss & Cobin, 2017; Patton, 2015; Nyumba et al., 2017). The school leaders were divided into six focus groups to generate primarily qualitative data, by capitalising on the interaction that occurs within the group setting" (Sim & Snell, 1996:189). When setting up a focus group, it is generally felt that 8-12 is a suitable number of participants (Stewart & Shamdasani, 1990; Sim, 1997; Krueger, 1994; Morgan, 1988). Kitzinger (1995:299) sums up the essential role of the focus group technique as follows:

The idea behind the focus group method is that group processes can help people to explore and clarify their views in ways that would be less easily accessible in a one-to-one interview…When group dynamics work well the participants work alongside the researcher, taking the research in new and often unexpected directions.

Thematic analysis was used in this study because it was considered as a systematic and comprehensive process of identifying themes and patterns to address the qualitative data generated within the two days (Maguire & Delahunt, 2017; Vaughn et al., 1996).

Findings and Discussion

The themes that were generated from the data were guided by research questions for the study. The research questions sought to establish school leaders' conception of connoisseurship supervision, the extent to which school leaders apply connoisseurship supervision in schools, school leaders' experiences of applying connoisseurship supervision and the benefits of connoisseurship supervision in schools.

Connoisseurship describes and evaluates on-going processes and events in the classroom setting

Participants raised the point that connoisseurship is concerned with describing and evaluating on-going processes and events in the classroom setting. They had this to say:

Participant 1: During the supervisory process, connoisseurship is concerned with describing and evaluating on-going processes and events in the classroom setting. It thus focuses on the relationship between the teacher and the learner. What is critical is that connoisseurship helps me as the supervisor to check on how the lesson phases are translated into real learning activities and processes. Remember each lesson has phases like the introductory phase, lesson development phase where actualisation of content is realised and the conclusion phase. This is done to see how teaching is translated into reality. Connoisseurship helps me to see the activities that make learning real. In that context, I become a great leader.

Participant 2: Connoisseurship centres on the nature of classroom discourse, quality of work produced by learners and competence of the teacher, among others. I closely check the quality of interaction between the teacher and the learners and among the learners themselves. This is how it helps me to see what is happening in the classroom.

It is argued that promoting the ability to see a process or work from multiple perspectives is utterly consistent with connoisseurship. It is also consistent with the idea that by using highly reductionist techniques, someone will be able to catch the tiger by the tail (Eisner, 1979). Connoisseurship supervision is thus a process of facilitating the professional growth of a teacher, primarily by giving the teacher feedback about classroom interactions and helping the teacher make use of that feedback in order to make teaching more effective (Glatton in Madziyire, 2000:6). According to Oliva (1976),

Supervision is conceived as a service to teachers, both as individuals and in groups. Supervision is a means of offering to teachers specialised help in improving instruction. The words “service” and “help” should be underscored (Oliva, 1976:7).

As a supervisor, the connoisseur aims at improving the quality of instruction by looking at specialised skills that the teacher should possess in the teaching and learning process that brings life to classroom practice.

Connoisseurship helps school leadership to see the breadth and depth of the qualities of work

In their focus group discussions, participants pointed out that connoisseurship broadens and sharpens the sight of the school leader to see what most people might not see of the quality of work. They raised the following issues:

FGD 1: If not closely monitored, teachers simply do not mark. Exercises are just given and that is the end. Composition work is not given at all in fear of the marking load. Wrong answers are just marked as correct ones. Corrections are not done. If done, they are not marked. The quality of work given might not be of the required standard. Fill in answers could be the order of the day despite syllabus requirements. Teachers might give simple problems that do not meet the syllabus demands. All this needs an eye from a skilled supervisor.

FDG 2: Lessons have phases which ought to be adhered to religiously otherwise no learning takes place. These are the introductory phase, the middle phase and the conclusion phase. A connoisseur needs all that knowledge. In the introduction of new content, the supervisor needs to ensure that new content is introduced. When setting the problem, it is critical that supervisors possess knowledge of how to set the problem in the early stages of the lesson. A problem arises when it is realised that there is a deficit in certain knowledge. The actualisation of existing knowledge often reveals a specific area not fully understood by the learners. The connoisseur looks at restrictions in the process, teacher and learner relationship in the arena. The aim is exclusively to check on learner participation and see whether they are able to apply the new content in practical situations. The connoisseur attends to all aspects of the teaching and learning processes like question distribution, how much time is spent on each activity, opportunity to learn by each student, diagnostic activities during the teaching process, among others. Group work and pair discussions are expected at this level with the connoisseur checking on the size of the group, time of learners on task, among others. Large groups do not allow effective interaction of learners. The connoisseur checks that the sykllabus is made use of so that

activities are in sink with the demands of the syllabus. There is need therefore to check that a summary to the lesson is given to evaluate the effectiveness of lesson delivery. Any uncertainties can be identified and possibly even corrected, here and now. Learners become the key measuring instrument by letting them say what they have grasped from the lesson.

The observation made by the above FDG is in sink with Pestalozzi who notes that the teacher needs to connect the knowledge 'boys' bring to the schoolroom with that which they are to acquire. In the same vein, Spencer avers that children should be led to make their own investigations and to draw their own inferences. They should be told as little as possible, and induced to discover as much as possible (Spencer in Kazamias, 1966). Eisner notes that "a connoisseur is someone who has worked at the business of learning how to see, to hear, to read the image or text and who, as a result, can experience more of the work's qualities than most of us (Eisner, 1979).

Helps to build teacher quality

Teacher quality is a matter of concern and the connoisseur has to build effective teaching skills among teachers in support of quality lessons.

What matters in today's classroom discourse is not the presence of the teacher but the quality of the teacher (Nordin & Wahlstrom, 2019). Connoisseurship supervision becomes a renovation strategy to improve and build the quality of the teachers. Improving teacher quality is very important (Wahlstrom, 2019) and requires someone who has perceptive eyes to see the missing links in teachers. It is argued in educational theory and practice that:

No matter how efficient and well intentioned you are as a school administrator, you can hardly achieve success without the support and co-operation of well-qualified, dedicated and adequate staff. It is through them that the actual educational process takes place, indeed high quality teachers are your very best resource and assert (Ozigi, 2000:18).

Examining the lesson plan

Regarding the need to examine the lesson plan and how it meets the syllabus objectives, participants had the following to say:

Participant 3: One of the key features a connoisseur needs to look at is the nature of lesson plan. The lesson plan is a reflection of the level of preparedness as well as the effort the teacher makes in gathering information for the lesson. So a properly written lesson plan not only indicates the quality of the teacher, but also the level of commitment to her/his primary task of teaching.

Participant 6: The connoisseur must critically examine several items of the lesson plan. It is important to look closely at the clarity and appropriateness of the learner behavioural objectives, whether they are specific, measurable, achievable, results oriented and time framed. The connoisseur can also look at the relevance and adequacy of the lesson notes, selection of appropriate teaching aids, appropriateness of teaching methodologies and didactical processes, selection of appropriate evaluation techniques to determine the extent of realising the objective effectively..

It is argued that this noticing ability, this ability to recognise differences that are subtle but significant in a display, is a pervasive feature of those who exercise connoisseurship in a particular domain. A connoisseur is able to discern the quality of a lesson plan and give reasons for his or her judgement. Supervisers who are connoisseurs come to know after looking at a piece of work and their skills of disclosure can render what they come to know in a language that is accessible to others and that enables others to "re-see" the work, the performance, or the object at hand. Good coaches know what they are looking at and are able to provide assistance to improve the performance of their players (Eisner, 1986).

Increasing understanding of the classroom activities

The need to understand classroom activities was expressed by one of the participants as follows:

Participant 4: There is need for the connoisseur to have intellectual clarity of whatever is happening in the school.

FDG3: The connoisseur must seek for genuine love and concern, positive and acceptable disposition between and among the teachers and learners. The teacher's ability to accommodate or tolerate and, if possible, lend a helping hand

through guidance and counselling during the teaching and learning process must be considered. The connoisseur can also observe question distribution by the teacher to learners, the interaction patterns and frequencies, among others. The reason behind observing the teacher/ learner rapport is based on the understanding that an effective teacher creates a conducive relationship that enables learners to learn freely and effectively

It is argued that the instructional leader, who in this case is the connoisseur, has to check whether the content suits the level of the learner and how such content is incorporated into classroom discourse (Chitamba & Jita, 2023). Eisner believes that the existing level of connoisseurship found in teachers and supervisors can and should be refined, that perception can be enhanced and sharpened, and that understanding can be increased. He further points out that:

...connoisseurship when developed to a high degree provides a level of consciousness that makes intellectual clarity possible (Eisner as quoted in Cross, 1977:9).

The connoisseur provides very close observation of the relationship between the teacher and pupils. Without doubt, a harmonious interpersonal relationship between teacher and learners could engender learning and attainment of educational goals (Kaysi, Balvi & Gurol, 2017).

Recognising missing elements in the teaching and learning process

In connection to possessing the ability to recognise missing elements for effective teaching, one participant said:

Participant 4: The connoisseur should first be in a position to recognise what is missing in the process of teaching and learning.

It is argued that school leadership has become a high wire act that only the most skilled are able to perform successfully (Mestry, 2017:258). The connoisseur should make a close observation and analysis of the nature of classroom discourse. A connoisseur should see whether the relevant pedagogical and didactical methods are employed in order to achieve given objectives (Good, 1945). Harris (1975) avers that:

What school personnel do with adults and things to maintain or change the school operation in ways that directly influence the teaching processes employed to promote pupil learning. Supervision is highly instruction related. Supervision is a major function of the school operation, not a task or a specific job or a set of techniques. Supervision of instruction is directed towards both maintaining and improving the teaching learning process of the school (Harris, 1975:10-11).

The discussion here seems to indicate that connoisseurship supervision is specifically designed to influence instruction enabling the school leader to understand and interpret classroom interactions with proficiency and expertise in a bid to ensure effective teaching and learning. The connoisseur has the ability to describe classroom life in a fashion that permits him/her to see and feel an environment beyond that prided by another observer in the perceptive eye expected of a connoisseur.

Analysis of pedagogical methods being employed

In their focus group discussions, participants had this to say:

FDG2: The connoisseur has to observe the uniqueness of the methodology being used by the teacher. There is need to check whether teachers are employing emancipatory pedagogies which move learners from oppression to liberation of the mind. There are several teaching methods like experimentation, discussion, simulation, field trips, debate, group method, demonstration, to mention a few. The connoisseur should observe whether the teacher is employing the relevant method for the given task. Some teachers run short of relevant teaching methods for given content.

Learners who are not given freedom to think critically and innovatively are oppressed (Matasi et al., 2020). Musundire (2015) notes that an educational connoisseur should check on the quality of teaching for improvement of student learning. He/she should check on the efficacy of the teacher in implementing the curriculum. The personality of the teacher has to be observed as well to see mastery of content, communication skills, intelligence, appearance, leadership skills, among others. Cross (1978) argues that the connoisseur has to observe whether the teacher is competent or incompetent during lesson delivery.

The ability of the teacher to mix the methods, use media appropriately, pace the lesson, grade matter according to the level of the learner, individualise instruction, among others, are issues of concern during the supervisory process. The connoisseur should thus get into the details of what is actually happening inside the classroom using his/her skills and experience and appreciate since Eisner (1979) notes that connoisseurship is the art of appreciation.

Monitoring effective classroom management

Quite an important observation was made during the focus group discussions. It was noted to a large extent that:

Effective classroom management facilitates teaching and learning process. The connoisseur must be conversant with the ability of the teacher to discipline and control learners, reward skills to reinforce good performance or conduct, ability to identify cases and causes of students' misbehaviour, creation of conducive classroom climate, sitting arrangement of students, classroom physical condition, among other issues.

Participants clearly indicate that connoisseurship is to some degree practiced daily by school leaders. The question of proficiency in the application of the theory remains critical. In line with the above observations, Eisner has this to say:

The teacher's ability for example, to judge when children have had enough of art, maths, reading or free time is a judgement made not by applying a theory of motivation or attention, but by recognising the wide range of qualities that the children themselves display to those who have learned to see. Walk down any school corridor and peek through the window, an educational connoisseur can quickly discern important things about life in the classroom. If one knows how to see what one looks at, a great deal of information …can be secured. The supervisor or teacher who cannot distinguish between the noise of children working and just plain noise has not yet developed a basic level of educational connoisseurship (Eisner as quoted in Cross, 1977:9).

Observations that go beyond the ordinary eye

The issue of seeing beyond the ordinary eye during supervision was raised by one of the participants who had this to say:

Participant 3: Supervision helps the connoisseur to make a close observation of the quality of work produced by pupils. Learners engage in group work and individual work and written exercises which the connoisseur should observe in terms of the quantity, quality, variety and frequency.

FDG4: A connoisseur has to check on several questions that have to do with written exercises. The following questions are key:

What is happening in these exercise books?

Is there any written work?

Does it meet the syllabus requirements?

Is the work marked and how frequently?

Is the marking informative and painstakingly done?

Does the teacher rush to mark the answer without looking at other details inside the work?

Are the comments specific to the concept learnt or they are just general?

Obanya (2005) further argues that performance has to be observed in every part of the lesson to see whether learners are following. The way learners respond to questions during the teaching and learning process is an indicator of the quality of instruction in the classroom (Netzer & Krey, 1971). The teacher should be always involved in diagnostic evaluation in every step of the lesson for each individual learner (Wahlstrom, 2019). Such observations help to see whether instruction is carried out for quality implementation of a given curriculum.

The connoisseur should also observe the evaluation given by the teacher at the end of each lesson (Igwe, 2001). Evaluation should be informative and critical showing reasons why lessons were a success or not. This is the section where the teacher should engage in reflective practice by criticising oneself (Afolabi & Loto, 2008). It is important for the educational connoisseur to observe whether the teacher has the ability to analyse the effects of all the processes and interactions in the classroom in relation to

learner achievement as he/she evaluates lessons (Kaysi, Balvi & Gurol, 2017).

Conclusion

The conclusions for the study were reached based on the literature review, theoretical framework and the findings of the study. The discussion has shown that the supervisory process needs someone with the art and expertise of observing with a critical and appreciative eye, who is the connoisseur. From data generated during face to face interviews and focus group discussions, it is concluded that connoisseurship is a useful tool in ensuring the quality of instruction and improving the motions of lessons if employed effectively. It is a useful supervision theory that can be used in the renovation of teachers with underperforming classes and that can heighten above average classes. The study has shown that connoisseurship has a significant influence on the quality of classroom interactions and in improving the quality of teaching and learning processes. For the purposes of improving instruction in the classroom, one has to get into the details of the teaching and learning process to see the qualities that make teaching and learning effective. The connoisseur is the most relevant person to engage in the supervisory process in order to make qualitative appreciation of events in the classroom and help the teacher to improve his/her pedagogical and didactical practices.

Recommendations

In the light of the above conclusions, the study recommends that:

•Several workshops and training sessions have to be conducted with school leaders so that they are fit for the purpose of effective supervision in their clusters or at district level

•School leaders are encouraged to make use of connoisseurship supervision theory so that they build the teaching competencies that make learning effective

•It is also strongly recommended that the Ministry of Primary and Secondary Education conducts serious training sessions with all heads of schools in order to capacitate them with knowledge of connoisseurship supervision among other models as an effective tool for renovating teacher effectiveness.

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