

CHAPTER 1

INTRODUCTORY ORIENTATION

1.1 INTRODUCTION

The aim of this study is to investigate teacher continuing professional development (TCPD) in lower primary education with a focus on teachers who facilitate the learning process in Grades 1 and 2 in Mozambique. Through a Participatory Action Research (PAR) approach, the study explores an intervention that can be used to support primary school teachers in such a way that they assume responsibility for their own professional development. To attain this central aim the study looks at the teachers' responsibility to monitor their own continuing professional development (CPD). In this study I investigate classroom practices in order to explore how the principles of Action Research (AR), instructional design and assessment can support teachers in identifying areas for both innovative and successful learning facilitation. Self-reflection of teachers on their learning facilitation and self-monitoring of improvements is the essence of continuing professional development.

I have used classroom practices to look into TCPD *vis-à-vis* the 'roles for educators' stated by the *Norms and Standards for Educators* (Department of Education, 2000), cooperative learning and transformative learning. My study investigates individual classroom practices by pursuing the understanding of professional development of Fullan (2001:253) and Hopkins, Ainscow and West (1994:113). This study applies the effectiveness of conferring on teachers themselves the responsibility for professional development stated by Clark (1992:77).

Teacher continuing professional development programmes are in general seen from an upgrading point of view, and focuses on individuals who received formal preparation during a certain period of time in colleges or universities. However, my study investigates a specific point of view of TCPD involving prepared, little/under prepared and unprepared teachers. The modalities of both teacher education and TCPD within the context of my study are briefly presented in Section 1.2.

1.2 BACKGROUND OF STUDY

The context of this study is Mozambique. The Republic of Mozambique is located on the East coast of Southern Africa. By 2007 Mozambique had a population of 20 530 714 inhabitants (Instituto Nacional de Estatística [INE], 2008). In terms of political and administrative organisation, the country is divided into eleven provinces, namely Cabo Delgado, Nampula, Niassa, Zambézia, Tete, Manica, Sofala, Inhambane, Gaza, Maputo and Maputo-Cidade. The capital of The Republic of Mozambique is Maputo-Cidade, which is the biggest town located in the south of the country as shown in Figure 1.1 below.

Figure 1.1: Administrative Organisation of Mozambique (Passos, Nahara & Lauchande, 2005:2)



Taking into consideration both the location and the overall characteristics of the eleven provinces, the Mozambican administrative organisation considers three geographical Zones. The Northern Zone includes Cabo Delgado, Nampula and Niassa provinces; the Central Zone consists of the provinces of Zambézia, Tete, Manica, Sofala whereas the Southern Zone comprises Inhambane, Gaza, Maputo and Maputo-Cidade.

Portuguese is the official language in the Republic of Mozambique (República de Moçambique, 2004:7). However, the majority of Mozambicans speaks local languages as a mother tongue, while only two percent speaks Portuguese as mother tongue. According to Siteo and Ngunga (2000), the Mozambican linguistic panorama consists of eighteen Mozambican languages. In spite of being one of the less spoken languages, Portuguese is the only language that is spoken in all provinces, all over the country. This linguistic situation led the Government of Mozambique to choose Portuguese as the official language and also as the medium of instruction after the Independence from the Portuguese colonial government in June, 25, 1975. Portuguese remained the sole medium of instruction up to 2004 when the curricular plan for basic education was introduced, opening the possibility for bilingual education in Grades 1 and 2 (Instituto Nacional do Desenvolvimento da Educação [INDE], 2003a).

1.2.1 Mozambican National Education System

For many years, during the colonial times, education in Mozambique did not follow a unique system as a whole. The Portuguese government distinguished between education for whites and *assimilados* (assimilated Mozambicans) and education for indigenous Mozambicans. The *assimilados* had the same education rights as Portuguese people do, for instances in terms of attending all levels from primary to higher education (Almeida, 1973). Accordingly, public and private schools, located in urban areas and head-quarters of the colonial administration, provided education for white people, mulattos, Indians and *assimilados*. Education in those schools followed the Portuguese curricula established in Portugal. Missionary schools – located in rural and some suburban areas – provided education to indigenous Mozambicans.

In these schools education followed elements of the Portuguese curricula and Christian learning content.

From the 60s the Portuguese government began to provide similar education for all learners in Mozambique and all primary schools followed the same curriculum as a result of the new practices in the Portuguese policy of colonisation.

Through the years, changes in education were continuously introduced, and in 1974, still in the transition period from the colonial government to a Mozambican one, the primary school syllabus was revised. This revision aimed at the removal of the Portuguese learning content and themes, and the inclusion of those having more to do with the new Mozambican political context (Balate, 2009).

After the independence in 1975, one of the priorities in the education sector was to set up a national education system for all Mozambicans without any racial or social distinction (República Popular de Moçambique, 1983). Therefore, apart from the policy on the use of Portuguese as medium of instruction, the education reforms – undergone from 1975 – encompass the implementation of a Mozambican National Education System (SNE) in 1983 through the Law 4/83, on March 23 (República Popular de Moçambique, 1983).

During the following decade, apart from the political changes, great social and economic transformations took place in the country that impacted on education in terms of the organisation of the system itself, the provision of learning and the entrance age in Grade 1. Then, the SNE was readjusted in 1992 in terms of pedagogic and organisational aspects under the Law 6/92 on May 6 (Assembleia da República, 1992), with a view to responding to the current conditions. However, in spite of the changes introduced in the overall structure of the SNE, the official organogram still is the same one created in 1983 as represented in Figure 1.2.

For the purpose of this study I include the official organogram, in order to be consistent with the official document of the Ministry of Education and what is more known in schools and in

the various public and private institutions. Since these professional development interventions were carried out in schools I designed an organogram comprising the main changes introduced in 1992 as shown in Figure 1.3.

One of the general principles guiding the SNE is that education is a right and a duty for all citizens, established in the Constitution of the Republic of Mozambique (República de Moçambique, 2004:35). To put this amendment into practice, the Government (Assembleia da República, 1992) has ordained that private and community entities can provide education and has established the following central aims for the SNE, namely to:

- eradicate illiteracy
- guarantee basic education for all citizens
- ensure access to professional education for all Mozambicans
- provide sound scientific, technical, cultural and physical preparation and high moral, civic and patriotic education
- prepare the teacher as a conscious educator and professional with a sound scientific and pedagogic practice
- develop aesthetic sensitivity and artistic skills for children, youth and adults.

To attain these aims, the SNE comprises three levels of education, namely pre-school education, school education and extra-school education. The SNE's organisation also includes special modalities of the school education. Figure 1.2 is a representation of the entire Mozambican National Education System.

1.2.1.1 Pre-school education

Pre-school education is provided by public, private and community crèches and *jardins de infância* (Kindergarten) for children under the age of six, in order to complement the education given at family level and prepare them for the attendance of primary school. In some cases public or private services provide pre-schooling for their employees' children. Notwithstanding the expansion of crèches in urban, suburban and, to some extent, in rural

areas, the majority of Mozambican children do not benefit from the psychological, physical and intellectual development provided by pre-school education. This situation is mainly a direct consequence of a shortage of institutions providing pre-school education or lack of families' means to afford it. Therefore, realising these weaknesses, the SNE has established that to attend pre-school education or not is an optional decision of the child's family (República de Moçambique, 1992).

1.2.1.2 School education

School education comprises three types of education, namely general education, technical and professional education. General education is the central axis of the education system and includes primary and secondary education. All these levels have been provided by public, private, community and religious groups as well. Besides these two types of education, school education also encompasses special modalities of education such as special education, vocational education, adult education, distance education and teacher education. In this section I detail the general and teacher education since they are directly related to the topic of this study.

General education

General education encompasses primary and secondary education.

- Primary education is subdivided into two levels, namely 1st level of primary education (PE1) and 2nd level of primary education (PE2). PE1 is the lower primary education and includes Grades 1 to 5. PE2 is the upper primary education and includes Grades 6 and 7.
- Secondary education encompasses Grades 8 to 12, subdivided into two cycles. The 1st cycle is junior secondary education and includes Grades 8 to 10. The 2nd cycle is senior secondary education and includes Grades 11 and 12.

Technical education

Technical education encompasses three levels, namely elementary vocational education, basic vocational education and vocational education.

Higher education

Higher education is provided by universities, academies, higher institutions and schools of higher education. Higher education comprises eight years of education. After three years of education, the learners obtain a *Licenciatura* Degree¹; two years of post-graduate studies are required for a master's degree, and three years following a masters' for a doctoral degree.

Special modalities of school education

Special modalities of school education form part of school education aiming at the provision of specific educational opportunities. There are five types of special modalities, namely special education, vocational education, adult education, distance education and teacher education.

- Special education: Special education provides all levels of education to those children and youth with physical, sensorial and mental disabilities. Children with severe disabilities are educated in schools of special education and those with minor disabilities are educated in inclusive classes at inclusive schools.
- Vocational education: Vocational education is provided in vocational schools to youths who demonstrate particular talent in sciences, arts and physical education. In vocational education learners attend school education as part of their integrated education.
- Adult education: Adult education provides all levels of education in public and private institutions to two types of learner. One group consists of those learners who are older than 15 and are not considered part of the school age population to be

¹ Bachelor

enrolled in Grade 1. The other group consists of the learners who did not complete their academic levels during the foreseen period or age.

- Distance education: Public and private institutions provide distance education using technologies of information and communication and/or text materials. This type of education is understood as a complement to regular education and as an alternative to school education and includes secondary, higher and teacher education. Private institutions providing distance education offer professional courses such as Management, Economy, Accounting, Law, Sociology and Psychology.
- Teacher education: Teacher education encompasses two levels, namely teacher education for primary school teachers, which is provided by public and private institutions (teacher education colleges) and teacher education for secondary school teachers which is only provided by public institutions and universities. To attend a teacher education college, a candidate has to hold a Grade 10 certificate, whereas to attend teacher education secondary for secondary school a candidate should hold a Grade 12 certificate.

1.2.1.3 Extra-school education

Extra-school education refers to literacy activities and both cultural and scientific programmes for improvement carried out outside of the normal activities run in schools, aiming at the provision of education opportunities to those who do not attend schools.

Since the independence of Mozambique, more learners have the opportunity to attend school elsewhere in the country as their right established in the Constitution of the Republic of Mozambique as already referred to and specified in the National Education Policy and Strategies for Implementation (Republic of Mozambique, 1995). However, due to the large number of learners attending primary education on the one hand and the poverty that is savaging the majority of Mozambicans, particularly in rural areas in combination with the shortage of teachers and schools, on the other hand, it is a huge challenge for the

Mozambican government to put into practice the aspiration of providing compulsory primary education for all. For this reason the National Education System (Figure 1.2) establishes that the Government of Mozambique will gradually provide compulsory education for all citizens geared to the economic development and the specific circumstances of the country (Assembleia da República, 1992).

A visual representation of the current education system and the proposed one referred to above are given next.

Figure 1.2: National education system of Mozambique

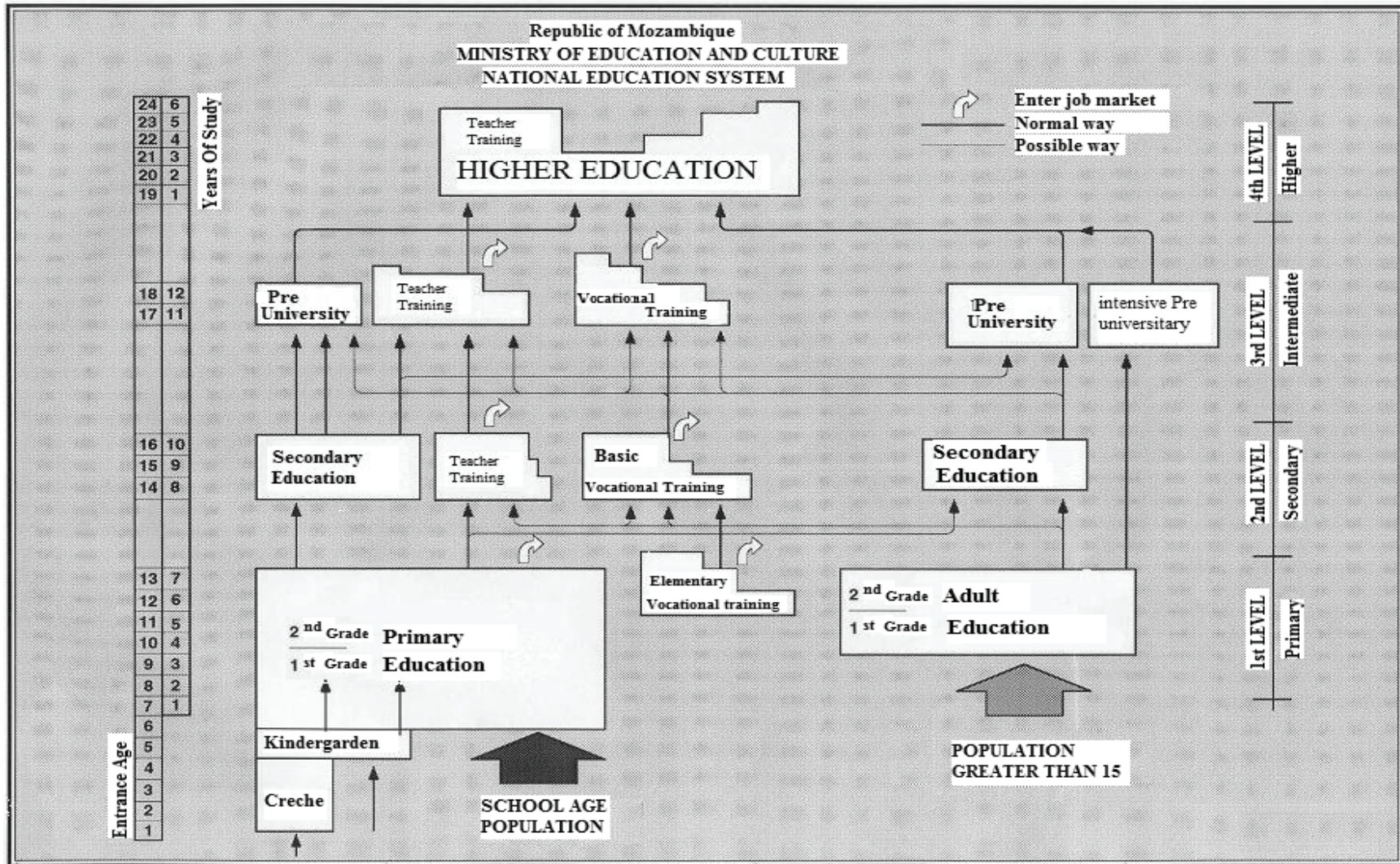
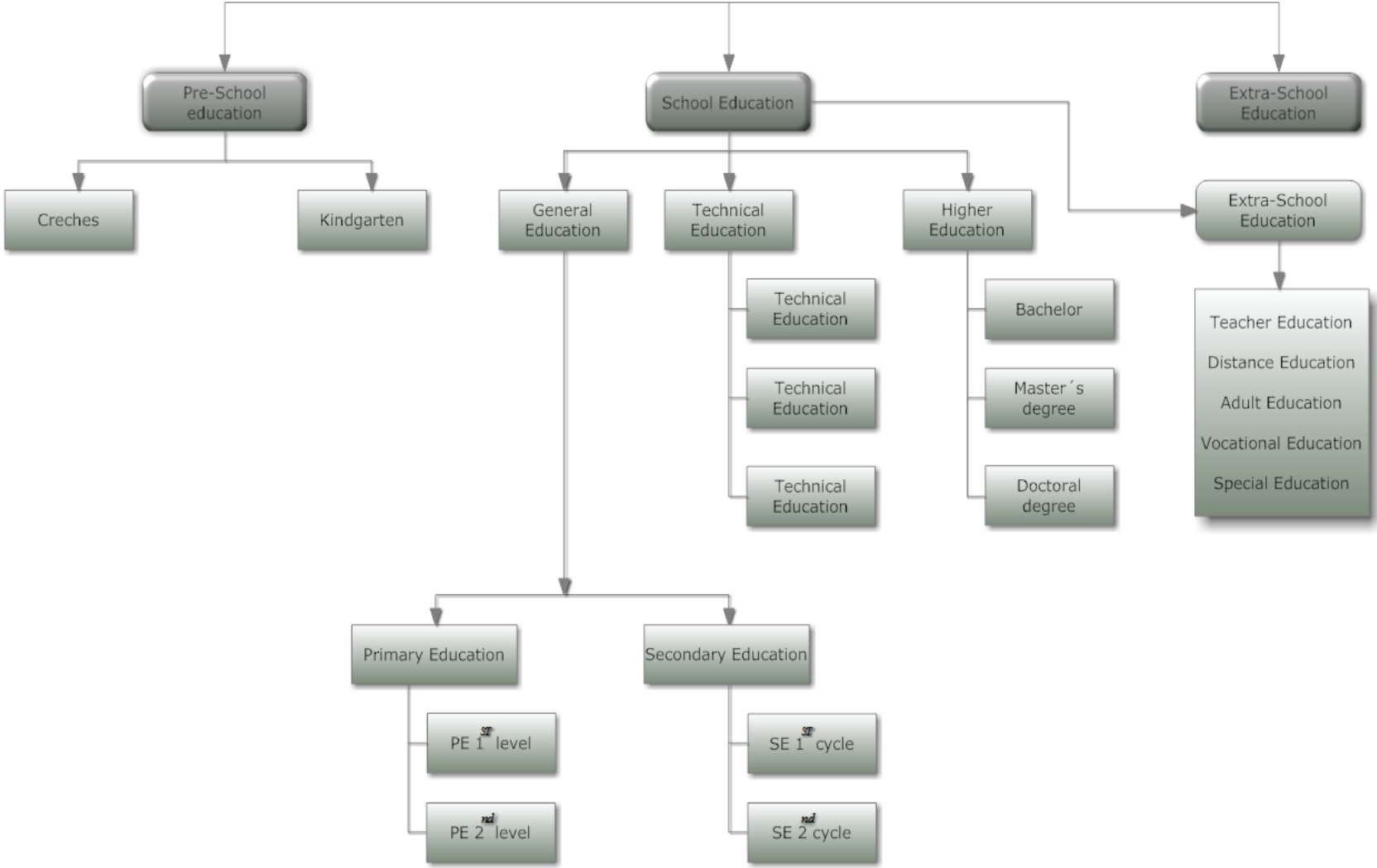


Figure 1.3: Proposed organogram for the National Education System



Many Mozambican children do not have the opportunity to continue their studies in the next level of education or even to be enrolled in Grade 1. For instance, in 2007 there were in total 4 806 497 learners enrolled in general public education, distributed as follows (Ministry of Education and Culture, 2007:8).

Level of Education	Number of Learners
Primary education 1 st level (PE1)	3 866 906
Primary education 2 nd level (PE2)	616 091
Secondary education 1 st cycle (SE1)	311 903
Secondary education 2 nd cycle (SE2)	11 597

Table 1.1: Distribution of learners in general public education (2007)

As has already been indicated, general education is the central axis of the entire education system. From this component of the NES the Education Sector Strategic Plan (1999-2003 to 2006-2010/1) has emphasised primary education, which in Mozambique means basic education (República de Moçambique, 2006:13). Consequently the above figure and the numbers of learners attending primary education, with the emphasis on PE1, indicate that, on the one hand, the Ministry of Education and Culture endeavour to attain one of the three main objectives of the educational policy in Mozambique: to expand access to education (República de Moçambique, 2006:13). It means that in 2007, the MEC had enhanced its capacity on responding to demand of the age group at PE1, which is set up from 6-10 years old. An example of the increase of learners in PE1 is that from 1995 up 2005 the gross enrolment rate increased from 85% up 131% and in 2007 represented 179%. However, there is a need for increasing the number of learners in Grade 1 with the age of six, since from the entire population (584 092) 95,1% is 6 years old (Ministry of Education and Culture, 2007:9). To increase the school age population, as signatory of international measures for education advancement the Government of Mozambique has declared primary education free of charge and gradually compulsory for all children from the age of six. On the other hand, the figure indicates the limited capacity of the educational system in providing education to the school age population, mainly to those who successfully conclude PE1 and the subsequent levels of education.

1.2.2 History of Teacher Education

Teacher education has always been a concern and a crucial component of any educational system. Accordingly, “there can be little argument about the importance of the role of teacher education in the delivery of effective education at virtually any level of learning” (Iredale, 1996:9) and the Mozambican situation is no exception.

Teacher education as part of the National Education System has always been aligned to the political environment and educational needs, both during the Portuguese colonial period and after independence. This is the reason why teacher education has presented a variety of models since the colonial period, the period after independence and currently. Such changes aimed at accommodating global and educational policies in the country. In the colonial period the intention was to implement the Portuguese colonial policy, which was based on racial discrimination and indigenous assimilation. In this respect, access to education was very limited and the majority of Mozambicans “were simply denied entry to education both for practical and political reasons. Practically, the rural subsistence economy may not have required much education. Politically, an educated population may not have served the interest of a colonial system” (Oketch & Rolleston, 2007:131). An immediate consequence of such an education policy was a limited need for expanded teacher education.

However, after independence, the Mozambican government aimed at rapidly expanding the access to education in order to face up to the increasing demand for education (Ministério da Educação, 2004a:6), although few teachers within the system were prepared to respond to this appeal. This situation has led the Government to put in place various measures to expand teacher education programmes to satisfy the need for more and better prepared teachers.

1.2.2.1 Teacher education in the colonial period

In the colonial period two modalities of initial teacher education were established. One of them was the *Escolas de Habilitação de Professores de Posto Escolar* (Schools of Teachers’ Qualification for school district). This modality of teacher education was launched and

funded by the government and run by colleges of Catholic Missionaries, preparing teachers to teach indigenous learners in Missionary schools mainly located in rural or suburban areas. The teacher-candidates were black people who had satisfactorily completed primary education. In the college they attended a four-year teacher education programme, also called ‘four plus four’ teacher education (4th+4). The other model was the *Magistério Primário* (Primary Mastership) funded and carried out by the government itself, preparing teachers for white and *assimilados* (assimilated) learners in public or private schools in towns and districts headquarters. The candidates were white and assimilated black people who were prepared during two years after having concluded nine years of schooling.

Simultaneously, during the struggle for national liberation in the so-called “free zones”², other types of teacher education and syllabi were provided. The candidate-teachers were selected from the existing guerrilla and the more educated individuals (Gómez, 1999). In turn, the subjects that were incorporated in the curricula were adequate for the Mozambican context and introduced learning content concerning the country. In this respect the History and Geography subjects were totally structured with new learning content, and cultural activities, such as dance and revolutionary song, were introduced.

1.2.2.2 Teacher education in the post-independence period

Education is a right and a duty established in the Constitution of the Republic of Mozambique for all citizens (República de Moçambique, 2004:35). As a result, the school attendance in primary education has been increased since independence in 1975. For instance, from 1999 to 2005 the number increased from 2,3 to 4 million learners (República de Moçambique, 2006:21).

In putting the right to education into practice by means of providing prepared and qualified teachers to facilitate learning for all school age children, the Ministry of Education and Culture (MEC) was facing serious constraints. For example, approximately 660,000 children

² Free zones were the Mozambican regions dominated by the guerrilla during the war.

from 6 to 12 years old remained out of school without the opportunity to learn (República de Moçambique, 2006:24) because of a shortage of teachers as well as a lack of infrastructure.

Looking at the macro-political and the socio-economic situation, the country has undergone once more educational changes in the earliest years of independence, caused by two simultaneous phenomena. On the one hand, most qualified Portuguese teachers and education officers continued abandoning the country and on the other hand, the increase in attendance, previously referred to, took place. What followed, as a result, was a lack of prepared teachers. The Ministry of Education attempted to establish a system for contracting secondary education graduates to teach in primary schools even without an appropriate qualification. Most candidates attended short term programmes varying from one to two weeks.

The main concern that was guiding educational policy at a teacher education level was to ensure that school age children had access to education provided by educated teachers. Therefore, to respond to the continuous demand of provision of teachers, new models of initial teacher education programmes – requiring different academic entry levels and different duration³ – were successively introduced. However, the challenge of providing more teachers is still relevant in our times. The Strategy for Teacher Education – 2004/2015 (Ministério da Educação [MINED], 2004b:17), reflects this concern, despite the fact that an increased number of teachers have been prepared under the mentioned programmes.

In 1987 a primary in-service teacher education programme, employing distance education methodology, was introduced to update teachers who attended the 4th+4 programme during the colonial era. The qualification provided through this distance learning model conferred a certification comparable to Grade 7 of primary education and 3 years of teacher education in colleges. Years later, in 2004 using the same model of teacher education, the Ministry of

³ - 6th grade and 6 months of initial teacher education
- 6th grade and 2 years of initial teacher education
- 6th grade and 3 years of initial teacher education
- 7th grade and 3 years of initial teacher education
- 10th grade and 2 years of initial teacher education, and 6th grade and 3 years of initial teacher education at the same time
- 10th grade and 1 year of initial teacher education.

Education (MINED) introduced the model of Grade 10 and 2 years of teacher education, to increase opportunities for current teachers in schools, aiming at improving their knowledge and skills.

The current public and private institutions provide different teacher education programmes for primary education. Those public schools, institutions such as *Instituto de Formação de Professores* (IFPs) (teacher education institutions) provide the Grade 10+1 programme. Similarly, the *Instituto de Educação a Distância Aberta* (IEDA) (Institute of Open Distance Education) provides a distance education programme. The private institution providing teacher education programmes is *Ajuda Dinamarquesa de Povo para Povo* (ADPP) (Danish Support from People to People) that provides the Grade 10+1 programme. The Grade 10+1 programme is the highest level of teacher education for primary school provided in Mozambique. Table 1.2 illustrates the current public teacher education and TCPD programmes. Currently, the Eduardo Mondlane University and the Pedagogical University provide teacher education for secondary schools.

Level of education	Institution	Initial education	Models of Teacher Education			Continuing professional development
			In-service education via distance education		Duration	
			Entry profile	Duration		
Primary	IFP IEDA	Grd 10	1 year	Category N5 and N4	2 years	Student-teachers All primary school teachers
	ZIP/CFR					
Secondary	Higher education institutions	Grd 12	2 years	Grd 12	3 years	Student-teachers
Adult	INEA CPFQ CRFQ	Grd 7	2 years			Adult education teachers
		Grd 10				
Technical and professional Teacher educators (primary education)	UEM			<i>Licenciatura</i> ⁴	2 years	Technical and professional education teachers All teacher educators
	Higher education institutions	Primary school teachers with Grd 12	3 years			

Table 1.2: Teacher education and teacher continuing professional development models (Ministério da Educação, 2004b)

Legend

IFP= *Instituto de Formação de Professores* (Teacher Education Institute)

IEDA= *Instituto de Educação a Distância Aberta* (Institute of Open Distance Education)

ZIP= *Zonas de Influência Pedagógica* (Zones of Pedagogical Influence)

CFR= *Centro de Formação e Recursos* (Education and Resource Centre)

INEA= *Instituto Nacional de Educação de Adultos* (National Institute of Adult Education)

CPFQ= *Centro de Professores e Formação de Quadros* (Teachers and Personnel Education Centre)

CRFQ= *Centro de Recursos e Formação de Quadros* (Resources and Personnel Education Centre)

UEM= *Universidade Eduardo Mondlane* (Eduardo Mondlane University)

Grd= Grade

The number of primary school teachers prepared through the previously mentioned institutions does not meet completely the education demand in terms of the number of teachers needed for the learners enrolled in primary education. For instance, in 2006 the MEC appointed 5 000⁵ teachers educated in both public and private teacher education

⁴ Teacher education for technical and professional education is being provided by the Eduardo Mondlane University since 2009 by means of a master's degree programme.

⁵ This number represents less than 50%

institutions along with 2 000 teachers admitted without attending any teacher education programme (República de Moçambique, 2006:44). This scenario shows that at least 7 000 new teachers were working in primary education. Nevertheless, to respond effectively to the demand, in terms of school enrolment, the MEC should annually have appointed approximately 10 000 new teachers for the period 2006-2010/11 (República de Moçambique, 2006:44). Therefore, the upgrading of the existing 60 000 teachers in primary education (in PE1 and PE2) and the new 10 000 teachers – prepared and unprepared – (República de Moçambique, 2006:43-44), by the TCPD programme cannot be carried out as an *ad hoc* activity to solve current or even recurrent problems in education.

It should be noticed that apart from the insufficient number of educated teachers in primary education, the graduates from Teacher Education Institutes (IFP's) programmes do not have the appropriate qualification to actually facilitate learning due to a number of reasons (Ministério da Educação, 2004b:5). One of the reasons is that the duration of the courses is insufficient to implement the curriculum, manage the classroom, employ sound facilitating learning methodologies and monitor and assess the learners' knowledge and skills. Another concern is the limited opportunities that student teachers have for school practice in primary schools during their study (Passos & Cabral, 1998). In addition to this, most teacher educators were selected from secondary school teachers without previous preparation for primary school (Ministry of Education, 2004:7; Passos, & Cabral, 1998).

The overall situation related to teacher education as mentioned above, shows the relevance of initial teacher education “especially when so many ‘unqualified’ teachers operate in classrooms” (Iredale, 1996:9). Moreover, it is clear that the Mozambican education system still faces the challenge of an ongoing improvement of the content and the duration of teacher education programmes.

1.2.3 Teacher Education in Sub-Saharan African Countries

Teacher education and TCPD in Sub-Saharan African Countries, Mozambique included, have been influenced by the education development process in general and the challenges and particular demands posed by both expanding and sustaining education. Moreover, increasing

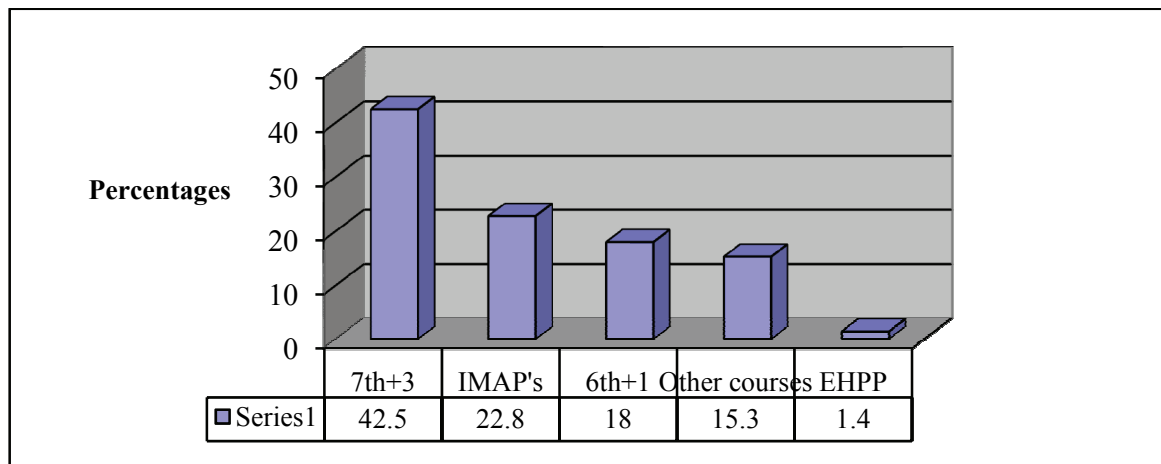
pressure for more school attendance and extra school buildings, has led to ‘quick’ teacher education programmes. Therefore, as Christie, Harley and Penny (2004:168) argue, TCPD in Sub-Saharan Africa has to be seen as a scenario that involves education, the state and development in a broad sense.

In this context, teacher education and TCPD programmes in Sub-Saharan African Countries will be necessary while Government promotes mass education. Consequently, the number of prepared teachers in the educational system is below its real needs (Figure 1.4). In addition, a significant number of prepared teachers are facilitating learning in grades or levels they were not prepared for, because of a shortage of human resources. This is the case of IFP’s graduates who facilitate learning in secondary schools and graduates from the Pedagogic University facilitate learning in teacher education colleges (Ministério da Educação, 2004a).

In Mozambique, like in many other Sub-Saharan African countries, the education system still has to face the challenge to prepare new primary school teachers as well as to qualify large numbers of teachers that are already in the profession. According to the statistical data from the Ministry of Education and Culture (2007:19), Mozambique had 52 998 Mozambican primary school teachers in PE1, which represents 99,89% of the total number of teachers facilitating learning on this level of education to 4 000 000 enrolled learners. Of those teachers, 31 687 (59,8%) have a pedagogical preparation and 21 311 (40,2%) do not.

The next figure is a visual representation of the distribution of teachers by type of teacher education modality.

Figure 1.4: Distribution of teachers by type of teacher education modality



(Ministry of Education and Culture/Directorate of Planning and Cooperation, Education Statistics-Annual School Survey-2007)

1.2.4 Teacher Continuing Professional Development in Mozambique

In the colonial period, TCPD was under the guidance of the Inspectorate of Education since this was the entity responsible for pedagogical orientation at district level. By then TCPD was designated *Cursos de Aperfeiçoamento* (improvement courses) (Balate, 2009). According to Balate (2009), the inspectors used to identify methodological teaching concerns among primary school teachers by paying regular visits to schools. This activity often led to recommendations for measures for improvement to be carried out by more qualified teachers. Qualified teachers were appointed to deliver in-service courses for all primary school teachers.

The main pedagogical issues in post-independent Mozambique were related to the low professional development of teachers (Gómez, 1999:305). By recognising such a weakness, TCPD is seen as a teacher education component within the Mozambican Education and Culture Strategic Plan. However, since provision of teachers is still a challenge, these conditions impose an emphasis on initial teacher education instead of on TCPD (Christie et al., 2004:171). Actually, due to the shortage of financial resources, CPD is often not at the top of the agenda in terms of budget allocation. Therefore, the teacher professional

development modalities such as teacher education have changed across the years. TCPD began in the late 70's with study sessions at a *Zonas de Influência Pedagógica (ZIP)*⁶ level, following a calendar as well as contents determined by the MEC for all teachers in primary schools. In the 80's the responsibility for the study sessions lay with the ZIPs.

A ZIP is an 'organ' created by the MEC in 1977 aiming at joining primary school teachers from a group of 3-5 lower primary schools, according to neighbourhood, for mutual pedagogical support. At the ZIP, teachers have pedagogical sessions where they are prepared for/or discuss about the subjects from the grades in which they are involved, plan learning opportunities and produce learning materials. In this regard, Hoppers (1998:233) indicates that "a circular by MINED set the tone by describing the new ZIPs as 'pedagogical units of teachers' aimed at development of teachers competencies, 'improvement of educational quality', and dissemination of pedagogical experiences". However, this pedagogical role was disturbed by non-pedagogical issues to be discussed by the teachers at ZIP level. In some situations, the head of the ZIP holds administrative duties, like salaries and other administrative matters (Chirime, 1994), owing to the vast distance from the school to the district and provincial directorate. In deep rural areas, the previously referred schools' neighbourhood means 500m to 10 km in length due to distances from one school to another. This situation combined with the shortage of financial resources contributes to some extent to the shift from a monthly to a trimester ZIP session.

Years later the teachers began to become less motivated to attend ZIP sessions due to the lack of an innovative approach for TCPD. Apart from repetitive topics to be discussed at ZIP level, teachers were bound to attend these sessions every year, even though they had done so the year before. In spite of these weaknesses, some ZIPs continue working with both MEC and Non Governmental Organisations (NGOs) financial and pedagogic support.

⁶ Zones of pedagogical influence – cluster schools for mutual pedagogical support among teachers from closed schools

Besides programmes initiated by the government, there are also experiences on TCPD sponsored by several NGOs that are based in Mozambique, through educational projects such as GTZ, *Programa a Nossa Escola* (PRONES), PROGRESSO, OSUWELA and later on named Courses of school capacity building: Systematic, continuous, experimental and reflexive (CRESCER), *Unidade para o Desenvolvimento da Educação Básica* (UDEBA). The German Government Technical Cooperation Organization for Development (GTZ) works in Sofala and Inhambane provinces on teaching methodology in lower primary education. PROGRESSO basically works in four districts of the Cabo Delgado province and in three of the Niassa province on reading and writing methodologies in Grades 1 and 2. The OSUWELA Project started in 1999 in Marrere, Nampula Province (UNESCO, 2000). The project was located in a teacher education institution and worked on methodologies of learning facilitation, reflection on the teachers' practice and the construction of learning material with both groups: teacher educators and teachers at ZIP level. Taking into consideration all experiences on TCPD, the current perspective of the MINED is to approach TCPD in the context of ZIP revitalisation supported by teacher education institutions around the country (Ministério da Educação, 2004a).

The basic assumption leading TCPD programmes is that they are the most appropriate strategy to prepare and update primary school teachers and at the same time improve learning. For this reason, and because of an ongoing attempt to find better ways to increase the achievements in Grades 1 and 2, a new modality of TCPD was introduced in 2008, following the 2008 Coordinator Council of the MEC. The latter modality was designated *Jornadas Pedagógicas* (pedagogical journeys) and took place in all districts and ZIPs of the country. The central goal of the *Jornadas Pedagógicas* is to improve initial reading and writing skills in Portuguese in Grades 1 and 2 of primary education at national level (Ministério da Educação e Cultura, 2008). For this purpose, central, provincial and district teams were created, involving currently working or retired inspectors, pedagogical technicians, teacher educators and teachers who have relevant experience in both methodologies and strategies on reading and writing in Grades 1 and 2 (Simbine & Balate, 2008). The aim was to train all teachers appointed in these grades through a cascade training

model. Simultaneously, a monitoring structure was established by the MEC at provincial, district and school level.

The *Jornadas Pedagógicas* were established because of the urgent need of the Ministry of Education and Culture to improve the learners' achievements in Grades 1 and 2. These pedagogic activities are compulsory and take place on all Saturdays and during the tri-semester break at ZIP level, supported by provincial and central technicians.

The ZIP activities and the *Jornadas Pedagógicas* are currently supported by human and financial resources from the MEC and permanently monitored by the related Provincial Directorate of Education and the MEC itself. The overall organisation of *Jornadas Pedagógicas* attempts to apply the experiences from CRESCER and action research practices.

1.2.4.1 Experiences in action research in Mozambique

There are two significant experiences with action research (AR) involving professional development and practices of primary school teachers in Mozambique, namely the Professional Development Programme and the Quality Education Project (QEP).

Professional Development Programme

The Professional Development Programme was designed by the MEC and the Finland Embassy in Mozambique in 2003, for the period 2003-2005 involving 13 of the 16 teacher education colleges (Instituto Nacional de Desenvolvimento da Educação [INDE], 2003). The project aimed at both improving knowledge and developing research skills among teachers' educators for the implementation of the new curriculum for Primary Education. In this project action research as one of the research methods was one of the topics for which the participants were prepared (Instituto Nacional de Desenvolvimento da Educação [INDE], 2003).

The project had a positive impact on the teacher education with respect to the improvement of research skills and the perspective at both macro and micro level. In acknowledging the practical and reflexive components in teacher education (Instituto Nacional de Desenvolvimento da Educação [INDE], 2006), the MEC introduced in 2007 action research as a syllabus in the new teacher education curricular plan. In turn, at a micro level, at teacher education institutes the teacher educators developed knowledge and skills related to action research.

The Quality Education Project

The Ministry of Education and Culture and the Save the Children Norway (SCN) undertook in the Manica and Sofala provinces a project named Quality Education Project (QEP) from 2004 up 2007, involving 30 primary school teachers, three school principals, three ZIP coordinators, 16 teacher educators and 11 pedagogical technicians from district, provincial and central levels. The aim of the project was to prepare the participants in the design and implementation of action research projects by “allowing participants to be aware of the serious problems that affect the teaching/learning process and the responsibility they had to change the situation through changes in their teaching practices in their own work places” (Save the Children Norway, 2007:7). An international team from SCN (Oslo, Zambia, Zimbabwe and Ethiopia) facilitated the interventions supported by a team from SCN – Mozambique. In order to monitor the project and create sustainability, a central core group was created comprising central institutions, one lecturer from the Eduardo Mondlane University and another from the Pedagogical University.

The QEP is an international project involving seven developing countries in Africa, Asia and Latin America. Mozambique was the third country to introduce QEP. The interventions included issues such as quality education in Mozambique, qualitative and quantitative research, action research, methods of data collection and data coding. The theoretical component was complemented by reading material that was distributed among the participants.

To practise observation as a research method to begin with, the participants carried out a set of classroom observations in schools in their ZIP. Following this phase, each teacher performed her/his classroom observation in the context of his own action research. Primary school teachers were more motivated than the teacher educators and the pedagogical technicians who did not design their action research projects, probably due to the reason that the project contents were not new for them (Save the Children Norway, 2007).

The evaluation report shows that the projects “were not implemented fully due to time constraints” (Save the Children Norway, 2007:10). However, the QEP promoted a change in teachers’ attitude towards facilitating learning and learning itself, even among unprepared teachers. According to the Save the Children Norway (2007) the QEP was not adopted by the MEC, in spite of being considered an approach to be used in teacher education institutions. The reasons for the weaknesses have mainly to do with the following aspects:

- No formalisation of research practices in teacher education institutions.
- High costs required for performing the several interventions and field work.
- Involvement of few teachers.
- Long term impact on quality of education.

1.2.4.2 Experiences in quality assurance

The activities carried out by technicians at the Ministry of Education, provincial and district directorates of education, by teachers and teacher educators, respectively at school and teacher education college level, broadly aim at planning, implementation, supervision and assessment or evaluation. In this process the activities regarding assessment and evaluation to some extent include quality assurance procedures. The process follows a cascade model of assessment from the MEC to provincial and district directorates, from school to the individual teacher who assesses the learners regarding assessment and evaluation to some extent include quality assurance procedures. The process follows a cascade model of assessment from the MEC to provincial and district directorates, schools up to the individual teacher who assesses the learners.

Examples of the current idea of assessment and evaluation of what others have achieved are both the regular assessment tests and the examination at the end of each level of education (PE1, PE2, SE1 and SE2) established in the *Regulamento de Avaliação* (Regulation of assessment and evaluation). Actually, the process seems to give indications that the learners' achievement is simply viewed as what the learners have achieved and rarely analysed in terms of what the teachers and the MEC and the subordinate institutions (provincial and district directorates) carried out to promote learning. This applies to teacher education as well.

Annually the Ministry of Education carries out the *Reunião de Planificação* (Planning Meeting) and the *Conselho Coordenador* (Coordinator Council). These events at least engage the Ministry and Vice-Ministers, the National Directors, National Inspectors, Provincial Directors, Heads of Central Department aiming at the evaluation of the activities performed and the outline of the activities for the coming academic year. The *Reunião de Planificação* discusses human, financial and material resources, infrastructures included, whereas the *Conselho Coordenador* discusses education as a whole with the emphasis on educational policies and regulations.

A clear example of quality assurance procedures in the MEC activities is that the IV meeting of the *Conselho Coordenador* discussed the deficient reading and writing skills among the learners in lower grades of PE1 (Ministério da Educação e Cultura, 2008). As a result of the discussions, corrective measures were introduced. The National Directorate for Basic Education created the *Jornadas Pedagógicas*, already referred to in this chapter, and during the *Conselho Coordenador* meeting in 2009 they were evaluated. The fourth meeting of the *Conselho Coordenador* seems to be an innovation in terms of quality assurance procedures. However, the lack of the teachers' voice, for example, about their learning in teacher education college or throughout professional development courses is not properly considered.

There also exists a third procedure of quality assurance: internal or external evaluation usually carried out by international and/or Mozambican consultants selected by invitation. The purpose of these has been to perform a midterm review or final evaluation of

governmental or NGOs programmes on school education, teacher professional development and other education areas. Internal and external evaluations include questionnaires and interviews in order to gather information from the beneficiaries of the programmes. The MEC also performs external evaluation carried out by the education donors during semester and annual meetings.

Quality assurance is explained in detail in Chapter 2.

1.2.4.3 The need for new approaches TCPD

In recent years there have been a variety of TCPD programmes in Mozambique. One compelling reason for multiple provisions and also for different approaches is the deficient reading and writing skills in lower primary education, with a noticeable and specific prevalence in early years (Ministério da Educação e Cultura, 2008). At the end of Grade 2, the curricular plan for basic education establishes that the learner should acquire basic reading and writing skills. In addition to this constraint, is the prevailing problem of the under qualified graduates from CFPP and IFP already mentioned in Section 1.2.1.

The Ministry of Education strategy on teacher education – 2004-2015 – acknowledges the role that TCPD can play in the general efforts to improve the qualifications of teachers in primary education. The MINED also emphasises the linkage between initial teacher education and TCPD (Ministério da Educação, 2004a:4). Therefore, to improve teacher education as a basic and TCPD as a particular component, the MEC is moving on to implement a global strategy, in which the Zone of Pedagogical Influence (ZIP) and Resource Centres will play a crucial role. Collaboration among teachers is an issue to take into consideration in view of professional development. However, it is important to ensure the existence of both qualified teacher educators and teachers who can support TCPD programmes at ZIP and Resource Centre level. Teacher educators should be selected among teachers who not only have a professional qualification, but also professional knowledge concerning primary education and high-quality experience on primary school teaching.

In spite of the improvements achieved through the compulsory *Jornadas Pedagógicas*, which from 2008 up to now have taken place at ZIP (Bembele, 2011; Xerindza, 2011) there are some weaknesses with respect to the fact that teachers do not take responsibility for their own professional development. The *Jornadas Pedagógicas* as a model of TCPD should involve teachers in selecting the knowledge or skills they need to acquire or to develop, and when possible, the teachers should develop learning opportunities (Hawley & Valli, 1999). Although these sessions already include the development of learning opportunities, the main topics are not selected by the teachers themselves (Bembele, 2011). The programme is sent by the Ministry of Education.

The teachers feel more motivated to attend courses one academic level higher than their current qualification, which allows a remunerable growth within their professional career. Another weakness in this field is that the TCPD programmes do not pay attention to the question how to monitor the learning process and the consequent support to be provided to individual learners.

1.3 CRITICAL RESEARCH QUESTIONS

Taking into consideration that the purpose of this study is to explore an intervention to support primary school teachers within the conditions of the study, the exploratory research questions are the most appropriate type (Mouton, 2001:53). Fouché and De Vos (2005:106) state that exploratory research questions are identified/formulated to explore social or educational programmes. For this purpose I formulated the following central research question to guide the study:

How can teachers in Grades 1 and 2 be supported in terms of improving their practices by taking responsibility for their own professional development?

In order to address the central question, I formulated three sub-questions, as follows:

- How do Grade 1 and 2 teachers take responsibility for monitoring their own professional development?
- What kind of intervention could be developed to support teachers to take responsibility for monitoring their own professional development?
- How can elementary principles of action research, instructional design and assessment support teachers on monitoring their own professional development?

1.4 RATIONALE

Four reasons basically sustain the significance of this study. The first one is personal and it is related to my experience in primary education as learning facilitator, supervisor and coordinator. The second reason is aligned with the importance of teacher education in lower primary education, in the Mozambican context, where education is offered by a large number of unprepared teachers. Another reason is pragmatic in the sense that I want to, even beyond the scope of this study, continuously explore an intervention for improving the practice of primary school teachers. The fourth reason lies in the scholarly component, contributing to a wider body of knowledge about teacher continuing professional development with the emphasis on developing countries where teacher qualifications are still a great concern. Findings from this study are useful for my own practice, for the teachers involved, for MEC and other teacher professional development providers, and for other researchers in this field.

1.4.1 Personal Rationale

My interest in TCPD in primary education derives from my background, namely primary school teaching. I successively acted as a pedagogical supervisor for primary schools and teacher education colleges, as a curriculum planner and author of textbooks and teacher guides, as a facilitator in TCPD programmes for teachers, teacher educators and other

educators, as national team member for TCPD in the context of primary education mainly for Grades 1 to 3. The term *other educators* is used in the sense of one of the postulations of the Norms and Standards for Education (Department of Education, 2000). The groups of other educators engaged in the PD that I facilitate, included a head of department, heads of District Directorate, primary school principals and their deputies, coordinators of Zones of Pedagogical Influence and delegates of specific subjects in the 2nd level of primary education.

As a supervisor and facilitator I have examined the procedures used by teachers in facilitating learners' learning in terms of knowledge and skills acquisition and development. In addition to that, I encountered the challenging situation of learners who could not properly read nor write after completing Grade 1 or 2, even under the new curriculum for basic education, which was conceived mainly to offer a solution to pedagogical difficulties in these grades.

Thinking of TCPD in primary education, my recent experience as a lecturer in instructional design and curriculum development in the Faculty of Education at the Eduardo Mondlane University in Maputo initiated many questions with respect to classroom practice and teacher responsibility regarding what they should know and do in order to facilitate the learning process. Therefore this study intends to be a contribution to both my personal and my participants' professional knowledge on how to enhance our own professional development.

1.4.2 Contextual Rationale

The rationale for deciding on primary education derives from the contextual reality of education in Mozambique. In Mozambique, primary education means basic education in the areas of communication, mathematics, natural and social sciences, physical, aesthetic and cultural skills (Republic of Mozambique, 1995:14). In the country primary education plays a central role in the overall Government strategy to decrease poverty and promote Education for All (Ministério de Educação e Cultura, 2006:21). However, the MEC faces constraints in implementing this principle. On the one hand there is the large and annually increasing number of learners, mainly in primary education, and on the other hand there is a lack of

capacity to provide sufficient teachers in terms of quantity and quality, particularly in the 1st and 2nd grades. Therefore, addressing professional development in primary education, and particularly in the mentioned grades, implies dealing with a significant component of the education sector.

In Mozambican schools, many learners admitted in Grades 1 or 2 show early underachievement when assessed against the outcomes specified for the grade. Such a weakness limits the learners' opportunities to perform successfully in these grades, as well as in the rest of their primary education and across their overall school career and beyond. A number of changes have been introduced in teacher education programmes and in TCPD. The objectives of these programmes are to prepare and update teachers in methodologies concerning initial writing and reading in Grades 1 and 2 in order to improve learners' achievement. This is done from the awareness that learners' achievement in the earliest years of schooling is a critical prerequisite for later academic success (Jimerson, Egeland & Teo, 1999:116).

Another weakness is that the qualified teachers do not facilitate in lower primary education. They are often appointed in the highest grades of primary education for the reason that they have a more comprehensive knowledge about the subject matter. As a result, the lower grades are in the hands of unprepared and/or inexperienced teachers.

Teacher education and consequently the impact upon learners has been an object of study in Mozambique. The problems studied in this area comprise the language of instruction, teacher's qualifications in terms of their knowledge of subject matter (Palme, 1992) and knowledge of teaching methodologies even among prepared teachers (Tembe & Dodds, 2003; Passos, 2004). In addition there is no TCPD system for the provision of programmes, which takes into consideration the specific condition of both newly appointed teachers and those who are already in the profession.

The present study takes into consideration that the 10+1 programme is the highest model for teacher education for lower primary education. Another set of issues that this study takes into account is the reality in primary schools:

- The teachers involved are prepared in 10+2 teacher education programmes; most of them continued their studies and finished Grade 12.
- The teachers work from 10:30 to 13:30.
- A session for the planning of learning opportunities takes place every two weeks from 08:00 to 12:00 approximately.
- The teachers are involved in pedagogical support activities at school and at ZIP level during the break of the trimester and semester.

This study aims to explore an intervention for improving the practice in primary schools. It includes examining contemporary TCPD models in Mozambique and their impact on practices of primary school practices. Besides informing my practice and the participants' practice, this study also informs governmental PD programmes and NGOs providing PD. The findings of this study show improvement of the participants' understanding of the process of facilitating learning and the need for innovative practices towards their own PD.

1.4.3 Pragmatic Rationale

This Participatory Action Research study explores an intervention for TCPD that promotes/encourages an individual teacher to take responsibility for her/his own professional development based on his/her current learning needs, instead of a top-down motivation and prescribed learning content. In this study the limitation of top-down oriented programmes for TCPD where the content, the time and procedures are selected by people other than the teachers themselves, are discussed at length.

The classroom plays a central role in this study. The importance of the classroom as a place for teacher development is mentioned by Hopkins et al. (1994) and Thiessen (1992). In this

regard, this PAR study was basically carried out in the context of classroom practices of the participating teachers, with the intention to explore a feasible model of TCPD. In addition, I worked with the teachers for three years, acknowledging the disadvantage of being seen as an inspector or a teacher checker.

The study takes as a starting point the belief that conferring the responsibility for professional development on teachers themselves is most effective as is stated by Hargreaves and Fullan (1992:64). Accordingly, in this PAR study the teachers take responsibility for their own CPD by observing their day-to-day work and by investigating concrete classroom activities, within their normal classes. As a researcher I saw to it that the needs and desires of each teacher were taken care of and I emphasised the importance of self-directed professional development as referred to by Hargreaves and Fullan (1992:77).

1.4.4 Scholarly Rationale

Teacher continuing professional development has been a matter of debate within educational systems in general and within or with reference to the developing countries in particular. Researchers in this field have reviewed TCPD policies and practices (Avalos, 2004; Hardy, 2008; Tripp, 2004). There are case studies from sub-Saharan Africa (Christie et al., 2004). There are studies about the effect of national policies on teachers' perception of professionalism (Day, Flores & Viana, 2007), the attitude of teachers towards professional development by distance learning and teachers' in-service training needs (Karagiorgi & Symeou, 2008). Other researchers studied the impact of teacher professional development on learners' achievement (Bartlett & Burton, 2003; Campbell & Jackes, 2004; Lisle, 2006). Most of the studies concerning TCPD refer to the United States of America and to European countries and less to developing countries.

Although TCPD in developing countries has also been a big concern, findings from current studies in other countries cannot be linearly applied to Mozambique. Such studies refer to TCPD as a teacher education complement. For example, there are studies on TCPD

involving newly prepared teachers in the United Kingdom (Attard & Armour, 2005), involving teachers already in the profession in United States of America (Sato et al., 2005), in the United Kingdom (Peder, 2007). In developing countries, such as Zimbabwe, Mushayika and Lubben (2009) studied self-directed professional development in involving high qualified teachers. Joshua, Joshua, Bassey and Akubuiro (2006) studied the attitude of Nigerian teachers to peer evaluation of teachers. These studies were carried out applying theoretical frameworks already designed for other geographical and socio-economic contexts. For instance, regarding the context, Christie et al. (1992:172) advocate that CPD in Africa can best be implemented by using different ways from the models described in (Western) literature. With a view to applying a feasible intervention in this study, I explore one intervention from the classroom practices throughout the teacher normal class and school schedule for pedagogical support and planning sessions.

The focus of this study is innovative since it aims at looking at classroom practices with the focus on what teachers do to monitor their professional development. As a consequence potential and innovative areas for CPD can be identified by teachers themselves. There are insufficient TCPD models designed from the teachers' practice, exploring with the teachers themselves what they want to learn apart from methodologies of specific subject. Most TCPD models were designed from expertise knowledge or reports from the field.

Observation and reflection on my practice can help teachers in two ways. First of all they will understand better the self-monitoring model or theoretical knowledge that I am exploring and jointly applying with them. The second advantage of the self-monitoring model is the growing capacity for lifelong learning in formal and informal situations. The capacity to learn from our own actions is a strong tool for CPD and it strengthens teaching as a profession.

Looking at the Mozambican context, it can be said that there is still a weak acknowledgement of teaching as a profession. Primary school teachers are not considered as professionals. In this study I assume that primary school teaching is a profession to be developed and promoted, primarily by the teachers themselves.

As a contribution to existing literature, this study takes as a starting point the self-directed professional development approach of CPD as expounded by Clark (1992). In this approach Clark states that experienced teachers can design their own professional development programmes. He systematises the self-directed professional development principles of such a design as follows:

- Write your own credo of teaching.
- Start with your strengths.
- Make a five-year plan.
- Look at your own backyard.
- Ask for support.
- Go first class.
- Blow your own trumpet.

(Clark, 1992:78-83)

Clark argues that “the question is not whether teachers have what it takes to be designers of their professional development. They do. The question is, How can we help them with the process?” (Clark, 1992:77-78). In the context of this study, like in the most developing countries, where the majority of teachers are little prepared or unprepared, the question appears to be, ‘How can this approach of self-directed learning help teachers with little or no training to develop methodologies and strategies on how to facilitate learning now and in the future’. Hawley and Valli (1999:136-145) developed eight design principles for effective professional development and highlight their relationship with learning principles during “continuous teacher and administrator learning in the context of collaborative problem solving”. This view defends PD towards learners’ learning by stressing PD as a means for changes in the knowledge, skills and behaviour of teachers.

From Clark’s (1992) perspective on the self-directed professional development principles and Hawley and Valli (1999), my understanding is that they can be summarised in a more holistic picture that comprises personal, professional and institutional dimensions. Table 1.3 indicates the principles of self-directed professional development.

Principle	Dimension of PD	Factors impacting	
Driven by questions and purpose identified by the teacher	Personal	Motivation	
Self-esteem and self-respect		Suitable to age and stage of the career	
Based on teacher strengths		Accreditation and incentives	
Analytic and reflective		Progression in the career	
Grounded in relevant knowledge, skills, values, principles, methods	Professional	Professional knowledge and skills	
Participatory and collaborative		Promoters/facilitators accreditation	
Includes making public her/his development		Learning material	
Promotes professional growth and maturation		Planning/schedule for academic and professional upgrading	
Commitment with learning		Research support	
Scholarly encouraged/motivated			
Knowledge-based			
Innovative			
Classroom based			Regulation on continuing professional development
Continuous		Institutional	Planning systematic provision
Comprises follow-up	Quality assurance (QA)		
Includes support	- Self-directed QA		
Includes evaluation	- Internal QA		
		- External QA	
		Autonomy/flexibility on curriculum development at school level	

Table 1.3: Principles of self-directed professional development

1.5 STRUCTURE OF THE DISSERTATION

This dissertation describes an action research process with the intention of exploring an intervention for improving the facilitation capacity of primary school teachers through self-monitoring as a means of their continuing professional development. To describe this process the dissertation consists of six interrelated chapters.

Following **Chapter 1** which gives the introductory orientation by tracing the background and the substantiation of the study **Chapter 2** gives the theoretical framework underlying the topic of this study. Literature on teacher continuing professional development (TCPD) was reviewed with the view to outlining the main issues of this study and to understanding the characteristics of several models of TCPD. The chapter goes on to point out where this study links up with various theoretical research reports and the theoretical foundation of action research is chosen to enhance self-directed professional development.

The purpose of **Chapter 3** is to outline the research design and methods, the instruments used for data collection, the sampling strategy and how data were collected, analysed and interpreted. In this chapter the content validation of the instruments is provided. Action research as the most appropriate research paradigm is also described. The chapter also accounts for the activities the researcher carried out along with the participants throughout the study in order to explore an intervention for teacher continuing professional development.

The data that are collected and the main empirical study findings are analysed, interpreted and reported in **Chapter 4**.

Chapter 5 highlights the conclusions and recommendations for TCPD policies and practices at school level. The chapter continues with the presentation of some recommendations for further studies that would deepen the focus of this study.

Chapter 6 is the final chapter and presents the metareflection on the study process. The chapter contains the main findings emerging from the study, the evaluation of the research

process and a discussion of the methodological approach. The chapter ends with the summary of my knowledge claim and the main conclusions of the study.