

**THE CHALLENGES EXPERIENCED BY EDUCATORS IN PRIMARY  
SCHOOLS REGARDING CONTINUOUS PROFESSIONAL  
DEVELOPMENT**

by

KAREL GULSTON

Submitted in partial fulfilment of the requirements for the degree

MAGISTER EDUCATIONIS

in the

Department of Education Law and Policy Studies

Faculty of Education

University of Pretoria

**Supervisor**

Prof. Dr. H.J. Joubert

PRETORIA

November 2010



## DEDICATION

I dedicate this mini-dissertation to my lovely wife, Zanele Mavis Gulston. Thank you for the sacrifices you made throughout my studies.

You are my inspiration.

## ACKNOWLEDGEMENTS

I wish to express my sincere appreciation and gratitude to those who provided invaluable assistance to me throughout this research project:

- To The Almighty God for granting me the courage, strength, perseverance as well as wisdom to complete this research project.
- To my supervisor, Professor Dr H.J. Joubert for her guidance, motivation, patience and insight.
- To Professor T. Kühn a word of gratitude for editing the text.
- To all my lecturers for making my studies a success
- To Zanele, my lovely wife, without whose encouragement, support, patience, consideration and sacrifice it would have been almost impossible to bring this project to an end.
- To my family, especially my son Jesne, who was always in the background ready to assist.
- To Dr J. Lotz, my Institutional Development and Support Officer (IDSO) in the Tshwane North District for his continued encouragement, support and advice.
- Special thanks go to Johannes Mboneni Masango, a friend, study mate and colleague. Your motivation and encouragement throughout this project is immensely valued.
- A word of gratitude goes to the Department of Education and District Office Tshwane South.
- Last but not least: to all the schools, principals, Heads of Department and educators without whose support this research project would not have taken place.

## GLOSSARY OF TERMINOLOGY

CPD	Continuous Professional Development
CPTD	Continuous Professional Development of Teachers
DIP	District Improvement Plan
DoBE	Department of Basic Education
DoE	Department of Education
DSG	Developmental Support Group
ELRC	Education Labour Relations Council
GDBE	Gauteng Department of Basic Education
GDE	Gauteng Department of Education
HOD	Head of Department
INSET	In Service Training
IQMS	Integrated Quality Management Systems
NCS	National Curriculum Statement
NPFTED	National Policy Framework for Teacher Education and Development
NUE	National Union of Educators
OBE	Outcomes Based Education
PAM	Personnel Administrative Measures
PGP	Personal Growth Plan
RNCS	Revised National Curriculum Statement
SACE	South African Council of Educators
SADTU	South African Democratic Teachers Union
SASA	South African Schools Act
SDT	Staff Development Team
SIP	School Improvement Plan



UNESCO United Nations Educational and Cultural Organisation

WSE Whole School Evaluation



## DECLARATION

I, Karel Gulston (student number 96275112), herewith declare that this mini-dissertation for the degree at the University of Pretoria has not been submitted for degree purposes at this or any other university. The mini - dissertation is my own work in design and execution and work from other sources has been duly acknowledged.

Signature

---

Date

---

## SUMMARY

The transition from apartheid to democracy in South Africa, which began in 1994 led to a change in a plethora of policies and/or legislation. In recent years there has been much debate on how the standard of education provisioning in schools could be raised in the light of the introduction of the much debated Revised National Curriculum Statement (RNCS) and thereafter the National Curriculum Statement (NCS). These reform initiatives have brought about confusion and a sense of unsettledness amongst educators, including principals as well as their School Management Teams. Furthermore, the abovementioned and other policies required educators to acquaint themselves with either the materials that are used or the content of the curriculum and the planning and presentation of lessons. This entails in some occasions that educators who are more experienced have to assist the less experienced ones since they understand the RNCS and more recently the NCS better than the others. According to me this emphasises the importance of educator development towards raising the standards in schools. Continuous Professional Development (CPD) is a process that fits the role of an educator as a lifelong learner. The aforementioned is captured in the Norms and Standards for Educators (2000).

The need for more attention to be accorded to the professional development of practising educators is emphasised in the Report of the Ministerial Committee on Teacher Education (2005). This report led to the development of the National Policy Framework for Teacher Education and Development which has as its aim to attempt to address the need for suitably qualified educators in South Africa. The National Policy Framework for Teacher Education and Development will be used in this study along with the Integrated Quality Management Systems (IQMS) as tools to achieve the continuous development of educators in South African schools. The Personnel Administration Measures (PAM) of 1999 are also used since they stipulate the roles and responsibilities of the educator, including those of the principal, deputy principal(s) as well as the heads of department. In particular it stipulates that the principal (Department of Education, 1999:10) is responsible for the development of staff training programmes, school-based,

school-focused and externally directed, and to assist educators, particularly new and inexperienced educators, in developing and achieving educational objectives in accordance with the needs of the school.

This research project deals with the challenges experienced by educators regarding their own Continued Professional Development (CPD). It thus aims at coming up with an empirical account of the challenges experienced by the said educators. The study will focus on, among others, the educators' experiences in the implementation of the IQMS as a developmental tool for educators in schools. It looks at the roles that different staff members in senior positions in terms of the CPD of the educators. These include the developmental opportunities available in the sampled schools. Carefully selected and drafted interview questions assisted me in soliciting answers from the sampled educators.





## KEY WORDS

Continuous Professional Development

Continued Professional Development of Teachers

Clustering

Educator

Expert coaching

Induction

Integrated Quality Management Systems

Job Rotation

Mentoring

National Curriculum Statement

Peer coaching

Practising educator

Professional Development Plans

Revised National Curriculum Statement

Staff Development Teams

## TABLE OF CONTENTS

	Page
<b>CHAPTER 1</b>	
<b>GENERAL ORIENTATION OF THE STUDY</b>	
<b>1.1 INTRODUCTION AND RATIONALE</b>	1
<b>1.2 ELUCIDATION OF CONCEPTS</b>	2
1.2.1 Development	2
1.2.2 Professional Development	2
1.2.3 Continuous Professional Development	3
1.2.4 Educator	3
1.2.5 Quality Education	4
<b>1.3 STATEMENT OF PURPOSE</b>	4
1.3.1 Research question	4
1.3.2 Sub-questions	4
<b>1.4 RESEARCH DESIGN AND METHODOLOGY</b>	5
1.4.1 The role of Continuous Professional Development in improving the knowledge and skills of educators	5
1.4.2 Qualitative Research Paradigm	13
1.4.3 Phenomenological Research Approach	14
1.4.4 Data collection	14
1.4.4.1 <i>Interviews</i>	14
1.4.4.1 <i>Document analysis</i>	15
<b>1.5 PARTICIPANTS AND SAMPLING</b>	15
<b>1.6 ANALYSIS OF INTERVIEWS</b>	17
<b>1.7 TRUSTWORTHINESS, CREDIBILITY AND CRYSTALLISATION</b>	17
1.7.1 Trustworthiness	17
1.7.2 Credibility	18



1.7.3 Crystallisation	18
<b>1.8 ETHICAL CONSIDERATIONS</b>	19
<b>1.9 LIMITATIONS AND DELIMITATIONS OF THE STUDY</b>	20
<b>1.10 SIGNIFICANCE OF THE STUDY</b>	21
<b>1.11 SUMMARY</b>	21
<b>CHAPTER 2</b>	
<b>THE CONTINUED PROFESSIONAL DEVELOPMENT OF EDUCATORS IN SCHOOLS</b>	
<b>2.1 INTRODUCTION</b>	22
<b>2.2 CONTINUOUS PROFESSIONAL DEVELOPMENT POLICY IN SOUTH AFRICA</b>	24
2.2.1 Whole School Evaluation (WSE)	24
2.2.2 Integrated Quality Management Systems (IQMS)	25
2.2.2.1 <i>What is the IQMS?</i>	25
2.2.2.2 <i>The implementation of IQMS</i>	26
2.2.3 The National policy Framework for Teacher Education and Development	30
<b>2.3 THE ROLE OF THE EDUCATIONAL LEADER AS AN INTEGRAL PART OF CPD</b>	31
2.3.1 The principal and the Management Team regarding CPD	31
2.3.2 The District Office	34
<b>2.4 THE SOUTH AFRICAN COUNCIL FOR EDUCATORS (SACE)</b>	35
<b>2.5 USEFUL CPD REFORM TYPES OR CPD TECHNIQUES</b>	37
2.5.1 Workshops, conferences and courses	37
2.5.1.1 <i>Workshops</i>	37
2.5.1.2 <i>Conferences</i>	38
2.5.1.3 <i>Courses</i>	39

2.5.2 Demonstration and peer observation	40
2.5.3 Mentoring	41
2.5.4 Induction	42
2.5.5 Job rotation	43
2.5.6 Coaching	43
2.5.6.1 <i>Peer coaching</i>	43
2.5.6.2 <i>Expert coaching</i>	44
2.5.7 Teamwork and group work	44
2.5.8 Clustering of schools	44
<b>2.6 ADVANTAGES OF GOOD CPD PROGRAMMES</b>	<b>45</b>
<b>2.7 ALLOCATION OF TIME FOR CPD</b>	<b>46</b>
<b>2.8 CONCLUSION</b>	<b>47</b>
<b>CHAPTER 3</b>	
<b>AN EMPIRICAL INVESTIGATION</b>	
<b>3.1 INTRODUCTION</b>	49
<b>3.2 RESEARCH OBJECTIVES</b>	49
<b>3.3 RESEARCH DESIGN AND METHODOLOGY</b>	49
<b>3.4 QUALITATIVE RESEARCH PARADIGM</b>	50
<b>3.5 THE NATURE OF INQUIRY IN THE STUDY</b>	51
<b>3.6 PHENOMENOLOGICAL RESEARCH DESIGN</b>	51
<b>3.7 PARTICIPANTS AND SAMPLING</b>	52
3.7.1 Participants	52
3.7.2 Convenience sampling procedures	53
3.7.3 Coding of participants	53
3.7.4 Getting access to the participants	54



<b>3.8 DATA COLLECTION</b>	55
3.8.1 Interviews	55
3.8.1.1 <i>Principals of the sampled schools</i>	56
3.8.1.2 <i>Heads of Department of the sampled schools</i>	57
3.8.1.3 <i>Post level 1 educators at the sampled schools</i>	57
3.8.2 Document analysis	58
3.8.3 Field notes	60
<b>3.9 DATA ANALYSIS</b>	60
<b>3.10 THE ROLE OF THE RESEARCHER</b>	61
<b>3.11 ETHICAL CONSIDERATIONS</b>	62
3.11.1 Informed consent and voluntary participation	63
3.11.2 Confidentiality and anonymity	63
3.11.3 Deception, privacy and empowerment	63
<b>3.12 CREDIBILITY AND TRUSTWORTHINESS</b>	64
<b>3.13 LIMITATIONS AND DELIMITATIONS</b>	65
<b>3.14 CONCLUSION</b>	65
<b>CHAPTER 4</b>	
<b>THE PRESENTATION OF STORIES EMERGING FROM THE FIELD</b>	
<b>4.1 INTRODUCTION</b>	66
<b>4.2 THE THEMES THAT GRADUALLY EMERGED FROM THE DATA</b>	66
4.2.1 Perceptions of the importance of CPD	66
4.2.2 Mentoring	67
4.2.3 Induction	68
4.2.4 Workshops, courses and meetings	69
4.2.5 The role and the importance of the principal in CPD	70

4.2.6	The role of the District in CPD at schools	70
4.2.7	The relationship between IQMS and CPD in schools	71
4.2.8	The understanding of CPD policy imperatives by educators in schools	72
<b>4.3</b>	<b>DATA EMERGING FROM THE DOCUMENT ANALYSIS</b>	<b>73</b>
<b>4.4</b>	<b>DATA EMERGING FROM THE FIELD NOTES</b>	<b>75</b>
<b>4.5</b>	<b>CONCLUSION</b>	<b>75</b>
<b>CHAPTER 5</b>		
<b>THE DISCUSSION OF FINDINGS, RECOMMENDATIONS, LIMITATIONS OF THE STUDY AND CONCLUSION</b>		
<b>5.1</b>	<b>INTRODUCTION</b>	<b>77</b>
<b>5.2</b>	<b>FINDINGS FROM THE REVIEW OF THE LITERATURE</b>	<b>78</b>
<b>5.3</b>	<b>FINDINGS FROM THE EMPIRICAL RESEARCH</b>	<b>80</b>
5.3.1	The importance of CPD through the lens of the participants	80
5.3.2	The role of principals in the implementation of CPD in schools	80
5.3.3	The challenges in the implementation of IQMS in schools	82
5.3.4	The role of the District in the CPD of educators at schools	83
5.3.5	Examples of good CPD programmes used in schools	84
<b>5.4</b>	<b>RECOMMENDATIONS</b>	<b>84</b>
5.4.1	Recommendations directed at the District Office	85
5.4.2	Recommendations directed at principals	86
5.4.3	Recommendations directed at HOD's at schools	87
5.4.4	Recommendations directed at post level 1 educators	87
<b>5.6</b>	<b>LIMITATIONS</b>	<b>88</b>
<b>5.7</b>	<b>CONCLUSION</b>	<b>88</b>
	<b>REFERENCES</b>	<b>90</b>



<b>ANNEXURES</b>	98
Annexure A: Interview schedules	98
Annexure B: Analysis of documents	102
Annexure C: Letter from the GDE approving the study	104
Annexure D: Clearance certificate	106
Annexure E: Confirmation that the mini-dissertation was edited	107

## CHAPTER 1

### GENERAL ORIENTATION OF THE STUDY

#### 1.1 INTRODUCTION AND RATIONALE

The primary purpose of education is to provide quality education in the form of knowledge that will enable individuals to improve their own lives. This improvement will lead to an improvement in the lives of others in the community. This in my opinion is only possible if the people whose task it is to provide this knowledge know what to do and do this to the best of their ability, even if this means that educators themselves have to acquire more knowledge. This entails putting emphasis on the continuous professional development of the educators who provide the education of individuals and societies. The need for more attention to be accorded to the professional development of practising educators in our country, South Africa, is emphasised in the Report of the Ministerial Committee on Teacher Education (Department of Education (hereafter referred to as DoE), 2005). Continued Professional Development (CPD) can be viewed as a process which fits into the role of an educator as a lifelong learner. The aforementioned is captured in the Norms and Standards for Educators (DoE, 2000) in which the seven roles of an educator are stated. However, some practising educators view their own ongoing professional development as a huge challenge. The lack of knowledge relating to CPD legislation such as the National Policy Framework for Teacher Education and Development (DoE, 2007) also poses a challenge to educators.

The transition from apartheid to democracy in South Africa led to a change in a number of policies and/or legislation which required the practising educator to update him- or herself with the latest knowledge. Day and Sachs (2004:5) assert that recent reforms have encouraged the development of a set of paradoxes about the nature of teaching as a profession and about the professional identity and professional development of educators. In the light of the fact that some educators are not willing to accept and accommodate change, difficult times are looming. The implementation of the Revised National Curriculum Statement



(RNCS) (DoE, 2002) and thereafter the Foundations for Learning Campaign (DoE, 2008) are suitable examples of such. These policies require educators to plan and present lessons in accordance with the curriculum and to avail themselves of the correct use of instructional media. Educators who assist their colleagues in interpreting official departmental documentation supposedly aid their own ongoing professional development. The question, however, is whether this is true. The aim of this study, therefore, is to determine, describe and understand the challenges relating to the experiences of educators at schools in terms of their Continuous Professional Development.

## **1.2 ELUCIDATION OF CONCEPTS**

### **1.2.1 Development**

*Development* is always aimed at becoming better in terms of the acquisition of new skills, attitudes and knowledge. It should lead to improved effectiveness. In terms of the provisioning of education, development should entail the betterment of knowledge, skills and attitudes to improve the quality of education provided. Educators are developed or empowered in various ways by their schools, Provincial Departments of Education (hereafter referred to as PDEs) and even educator organisations.

### **1.2.2 Professional Development (PD)**

According to Steyn and van Niekerk (2002:250) *professional development* describes an ongoing development programme that focuses on the whole range of knowledge, skills and attitudes required to educate learners effectively. It refers to the participation of educators or educational leaders in development opportunities in order to be better equipped as educators and educational leaders. The PD activities are undertaken individually or as a collective by educators. The activities in a developmental programme happen throughout the career of educators. During the activities the knowledge, skills and competence of the individual educators or the collective are enhanced. Professional development involves development which increases the personal professional skills of an educator (Tomlinson, 1997:162). The South African Council for

Educators (hereafter referred to as SACE) (2008:3) stipulates that PD enhances or increases educators' "mastery of the curriculum and their learning areas, their skills in teaching and facilitating learning, their understanding young children and young people and their developmental needs and their commitment to the best interest of their learners and their schools". Billings (1977:22) writes that PD is "any deliberate and continuous process involving the identification and discussion of present and anticipated needs of individual staff for furthering their job satisfaction and career prospects and of the institution for supporting its academic work and plans, and the implementation of programmes of staff activities designed for the harmonious satisfaction of needs".

### **1.2.3 Continuous Professional Development (CPD)**

*Continuous Professional Development* (CPD) refers to any professional development activities educators engage in with a view to enhancing their knowledge and skills that will enable them to consider their attitudes and approaches to the education of children with a view to improving their quality of teaching and learning (Bubb & Earley, 2004:4 quoting Bolam, 2003; Day & Sachs, 2004:3). Bubb and Earley (2004:5) furthermore explain that CPD "is an ongoing process building upon Initial Teacher Training and induction, including development and training opportunities throughout a career and concluding with preparation for retirement".

### **1.2.4 Educator**

An *educator* is any person, excluding a person who is appointed to perform extracurricular duties exclusively, who teaches, educates or trains other persons or who provides professional educational services, including professional therapy and educational psychological services at a school (South Africa, 1996:4). To be classified as an educator a person has to be registered or provisionally registered with the South African Council for Educators (SACE).

### **1.2.5 Quality education**

Defining *quality education* is problematic since no formal definition exists in the literature (Heystek, Nieman, Van Rooyen, Mosoge & Bipath, 2008:133). They quote the United Nations Educational Scientific and Cultural Organisation (UNESCO) when they write:

*Providing any education, regardless of quality, is not the goal. A myth exists that access must come before quality. Both can occur simultaneously. A large debate continues about what a quality education is. At this point in time, quality education has essential characteristics that can be implemented in many culturally appropriate forms.*

Furthermore, according to UNESCO, quality education supports a rights-based approach to all educational endeavours. Education is a human right; therefore quality education supports all human rights.

## **1.3 STATEMENT OF PURPOSE**

The purpose of the proposed study is to determine, describe and understand the experiences of educators in schools regarding Continued Professional Development. The statement of purpose revolves around the following questions:

### **1.3.1 Research question**

What are the challenges experienced by educators in Mamelodi-West primary schools regarding the implementation of their own Continuous Professional Development?

### **1.3.2 Sub-questions**

1.3.1 What are the educators' perceptions regarding the importance of CPD?

1.3.2 What CPD reform types are initiated by the school?

1.3.3 What good can CPD bring to educators?

1.3.4 What challenges are experienced in terms of the implementation of Integrated Quality Management Systems (IQMS) as a vehicle of CPD?

1.3.5 What is the role of senior management in terms of CPD?

1.3.6 What role does the district play in terms of CPD?

## **1.4 RESEARCH DESIGN AND METHODOLOGY**

The main research question that will guide the research methodology is: **What are the challenges experienced by educators in Mamelodi-West primary schools regarding Continuous Professional Development?**

### **1.4.1 The role of Continuous Professional Development in improving the knowledge and skills of educators**

Continuous Professional Development programmes are employed as an avenue to provide educators with developmental opportunities together with training. The literature on professional development of educators was thus explored. Van Deventer and Kruger (2003:219) argue that any fundamental changes to existing teaching practices and procedures are not easily accepted, especially if these changes involve disruption and additional work. After the attainment of a democratic dispensation in 1994 South Africa saw the introduction of new methods of teaching, including continuous assessment criteria, Outcomes Based Education (OBE) and new acts and policies such as the South African Schools Act, No. 84 of 1996, The South African Council of Educators Act, No. 31 of 2000, Skills Development Act, No. 97 of 1998, The Employment of Educators Act, No. 76 of 1998 and the National Education Act, No. 27 of 1996. The introduction of these acts necessitated a need to train educators with a view to understanding and implementing these acts. The time to train educators was sometimes seen as inadequate and insufficient, thus training happened at a snails' pace.

The performance of public schools has been subject to criticism for the past few years. Communities want schools, many of which service the poorest in the country, to perform. Educators, who work in the schools, are the professionals who provide much sought after education. Therefore the provision of quality education in our educational institutions, in particular schools, depends on the quality of the educators. The release of the National Policy Framework for Teacher Education and Development (hereafter referred to as the NPFTED) (DoE, 2007) is an attempt to address the need for suitably qualified educators

and for more attention to be paid to the professional development of practising educators in South Africa. South Africa requires educators who have been appropriately trained and developed to undertake the roles expected of them in highly varied and ever-changing conditions in which they work (DoE, 2007:3). Continuous Professional Development (CPD) is crucial for organisational growth and school improvement (Bubb & Earley, 2007:13) and thus the vehicle to reach what is required by the NPFTED.

The introduction of Curriculum 2005 (C2005) and Outcomes Based Education (OBE), which was vastly different from previously implemented practices, suggests an intensive and extensive CPD programme for educators. This would prepare the practising educator to implement these policy statements with the necessary vigour. The overview of the curriculum statement includes guidelines for its implementation, which specifically stress the need for both short-term and long-term educator development and support. However, this has not been the case as the Department of Education introduced mainly the “cascade” model by which educators were trained and in turn passed their knowledge on to their colleagues, instead of mounting a costly and complex series of professional development opportunities (Ono & Ferreira, 2010:59). Educators in schools frequently complained that even the facilitators appointed by the District Offices also had challenges to understand and implement the new measures.

The NPFTED (DoE, 2007:4) stipulates that the current generation of educators have had to cope with the rationalisation of the teaching community into a single national system. Furthermore, it states that the introduction of new curricula also emphasises the need for greater professional autonomy that requires of educators to possess new knowledge as well as applied competencies (DoE, 2007:4). During the past few years school communities have witnessed a decline in effective teaching and learning, especially in secondary schools. King and Newman (2008:86) as quoted by Steyn (2008:16) believe that since educators have the most direct, sustained contact with learners as well as considerable control over what is taught and the climate of learning, it is reasonable to assume that improving teachers’ knowledge, skills and dispositions is one of the most

critical steps to improving learner achievement. Du Preez and Roux (2008:78) are of the view that educators can be empowered and emancipated through the processes of professional development. The NPFTED (DoE, 2007:4) also states that the President's Education Initiative Research Project of 1999 concluded that the most critical challenge for teacher education in South Africa is the limited conceptual knowledge of many teachers. It furthermore mentions that the aforementioned includes the poor grasp of their content knowledge as evidenced by a range of factual errors made in content and concepts during lessons. According to the NPFTED (DoE, 2007: 5) "Many teachers' poor conceptual and content knowledge contributes to low levels of learner achievement". Furthermore, it is the responsibility of educators themselves, guided by the South African Council for Educators (SACE), to take charge of their self development by identifying the areas in which they have to grow professionally (DoE, 2007:3). Villegas-Reimers (2003:7) is of the opinion that with the start of the new millennium many societies are engaging in serious and promising educational reforms, such as the NCS (DoE, 2008), Foundations for Learning (DoE, 2002) and other policy changes in South Africa. One of the key elements in most of these reforms is the ongoing professional development of educators.

The Integrated Quality Management System (IQMS) (Education Labour Relations Council, hereafter referred to as the ELRC, 2003) which is a integration of Developmental Appraisal (DA), Whole School Evaluation (WSE) and the Performance Management System (PMS) is a tool or instrument that has as its purpose the development of educators but it remains to be seen if the educators whom it was intended to develop would ever benefit from it. Evans (2002) as quoted by Du Preez and Roux (2008:77) is of the opinion that the methodological rigour of teacher development greatly depends on how one conceptualises the process of professional development for teachers.

Educators are now seen as agents of change, thus the area of professional development of educators has become a growing and challenging one that has received major attention during the past few years (Villegas-Reimers, 2003:7). Campbell, McNamara and Gilroy (2004:13) agree when they write that "teaching

today takes place in a world of rapid development and educators are expected to meet high standards of teaching and raise the levels of achievement in schools and colleges”. This statement confirms the changes and new developments, such as the introduction of OBE, that are taking place and the expectations from educators to measure up to the elevated levels of performance. OBE has been imposed at national level and many schools have had little or no preparation for its implementation (Lumby, Middlewood & Kaabwe, 2003:149). However, at present educators feel a lack of ownership and self-worth, because of the many reform initiatives, such as the above-mentioned OBE, that have focused on the educator as the key to improving learner performance (Desimone, Smit & Ueno, 2006:178; Knight & Wiseman, 2005:387; Mashile, 2002:174; Wanzare & Ward, 2000:1 as quoted by Steyn (2008:16)). Furthermore, as Steyn (2008:16) rightfully puts it, “this explains why educators are pressurized to be competent in their classrooms and it thus justifies the urgent need for professional development of educators”.

The transformation in terms of the curriculum in our country’s education system such as the Foundations for Learning campaign (DoE, 2008), the Revised National Curriculum Statement (RNCS) (DoE, 2002), OBE and the new assessment strategies give educators enough reason to seek opportunities for development. For education to be transformed, as Steyn (2008:15) writes, South African educators need to be appropriately equipped to meet the evolving challenges as well as the needs of the country. This they have to do regardless of “struggling with inefficient resources, poor conditions and demotivated staff” as Lumby *et al.* (2003:151) rightfully state.

Continuous Professional Development (CPD) in education has never had such a high profile. Steyn (2008:16) writes that educators are pressurised to perform in their classrooms and this justifies the urgent need for the professional development of educators. Furthermore, by emphasising learning and the development of educators, schools are able to ensure that learning processes contribute to the attainment of goals and the enhancement of quality and the



performance of learners in the school (Browell, 2000:57; Cullen, 1999:46 as quoted in Steyn, 2008:16).

Schools and their staff have been involved in numerous professional development programmes (Cordingly, Bell, Rundell & Evans, 2003:1). Jita and Ndladlane (2009:58) are of the opinion that classroom practices remain as elusive today as they have always been. They add that South Africa has for the past few years been engaged in various approaches to teacher development, in particular the development of Science teachers. They furthermore quote Kahn (1995) and Jansen (1999) when they argue that despite all the enthusiasm, very little appears to have changed in the teachers' practices (Jita & Ndladlane, 2009:58). It is the view of a critical South African academic, Jansen (1999) as quoted by Jita and Ndladlane (2009:59) that the many approaches used to develop educators have had minimal results in influencing and changing the knowledge and classroom practice of educators. This is in contrast with the ultimate aim of Continuous Professional Development for Teachers, which is to enable learners to "learn well and equip themselves for further learning and for satisfying lives as productive citizens, for the benefit of their families, their communities and our nation (DoE, 2007:25). Educators often complain about their experiences in relation to professional development activities (Du Preez, 2008: 178, 197–198). This has influenced Du Preez and Roux (2008:84) to write that empirical research has shown that teachers often feel that new ideas are imposed on them without their being offered an opportunity to contribute, even if only to share their experience of what works in their practice and what does not work. Schools struggle to achieve their core business — quality teaching and learning which can be explained as a practice whereby learners attain the predetermined set of outcomes. According to Resolution 8 of 2003 (ELRC, 2003:3) the Department of Education, including its educators, has the main objective of ensuring quality education for all and of improving the quality of teaching and learning constantly. Furthermore the Resolution (ELRC, 2003:3) stipulates that successful educational outcomes depend upon empowering, motivating and training educators. This, according to me, refers to continuous professional development.



Research by Sanders and Rivers (1996) as mentioned by Mundry (2005:10) has found that children who were taught by several ineffective educators in a row were highly disadvantaged and performed lower than similar learners taught by more effective educators in a row. Williams (1977) as quoted in Todd (1987:1) is convinced that education should not be seen as an activity separated from work but as an integral part of the career development of individuals. Currently a number of professional bodies and unions (such as the South African Democratic Union (SADTU) and The National Union of Educators (NUE)), institutions and as employers have development programmes for their employees or practitioners. These include developmental workshops, meetings, induction and mentoring. The Department of Education through its Districts is continually busy with developmental workshops aimed at sharpening the knowledge and skills of its educators. Educator unions do not lag behind. They also arrange workshops for their members. The results of such workshops are sometimes not made available to educators themselves. In some instances the Districts seldom visit schools to verify or check if the knowledge gained from these workshops is utilised meaningfully towards contributing to quality teaching and learning.

CPD aims at conveying an activity that should be thought of as an ongoing process instead of someone's achievement. It entails that people or individuals develop themselves. CPD, although its intentions are good, does not always have good effects in practice (Todd, 1987:8). CPD refers to any activities aimed at enhancing the knowledge and skills of teachers by means of orientation, training and support (Coetzer, 2001:78). The development is also likely to affect attitudes and approaches and may therefore contribute to the improvement of the quality of the teaching and learning process (Bolam in Early & Bubb, 2004:4; Day & Sachs, 2004:3).

Over the past two decades educator development has undergone profound changes from a focus on mostly "one size fits all" workshops to more ongoing, content-based and need-focused programmes, often embedded in the school day where many educators belong (Mundry, 2005:9). The dawn of democracy in our country has resulted in changes to this effect. Schools attempt to provide better

quality education to the communities they serve. This is indicated *inter alia* by the recurring use of terms such as accountability. Salisbury and Conner (1994), Van den Berg and Slegers (1996 quoted in Mokoena 2004:1) mention that the attempts to improve education can disrupt teachers' existing patterns of behaviour.

CPD has received a considerable amount of attention since the dawn of democracy. It is the norm that educators are motivated to develop during their employment. Upon its election in 1994 the new government had to redesign the education system to be founded on the Constitution of the Republic of South Africa. Issues such as redress of past inequalities, equity, and non-discrimination took centre stage. However, during these years we have witnessed a sharp decline in effective teaching and learning. Schools in townships have been hit the hardest by the decline. This was followed by a national outcry for the restoration of a culture of teaching and learning. Sibiya (1999:4) ascribes this to the fact that there was a political call to render schools ungovernable as well as the fact that most principals lack managerial skills. She furthermore continues and mentions that the major reason is related to the type of supervisory strategies used in township schools (Sibiya, 1999:4).

Day (1999:219) stipulates that CPD consists of all natural learning experiences as well as those conscious and planned activities that are intended to be of direct or indirect benefit to the individual, group or school and that contribute to the quality of education in the classroom. It is also mentioned that in this process, educators review, renew and extend their commitment as change agents for the moral purpose of teaching, and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential for good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their lives (Day, 1999:219).

CPD is crucial for organisational growth and school improvement (Bubb & Earley, 2007:13). They quote Barthes (1990:49) who states that nothing within a school has more impact on learners in terms of skills development, self confidence or

classroom behaviour than the personal and professional development of their teachers.

As stated elsewhere in this chapter, the NPFTED will also be used in this study. The policy framework is designed to equip the teaching profession to meet the needs of a democratic South Africa in the 21<sup>st</sup> century (DoE, 2007:9). The policy framework (DoE, 2007:9) deals specifically with teachers in schools. The aims of the policy framework are to ensure that:

- teachers are properly equipped to undertake their essential and demanding tasks;
- teachers are able to continually enhance their professional competence and performance;
- there is a community of highly competent teachers dedicated to provide education of a high quality.

For the purposes of this study I will concentrate on the section that deals with Continuing Professional Teacher Development (CPTD). The DoE (2007:24) explicitly states that all teachers need to enhance their skills, not necessarily their qualifications for the delivery of the new curriculum. This entails that a large percentage of teachers need to strengthen their subject knowledge, pedagogical content knowledge as well as their teaching skills.

The new CPTD system will:

- ensure that current initiatives devoted to the professional development of teachers contribute more effectively and directly to the improvement of quality of teaching;
- emphasise the professional status of teaching;
- provide teachers with clear guidance about which Professional Development activities will contribute to their professional growth;
- expand the range of activities that contribute to the Professional Development of teachers.

The underlying principle is that teachers, individually and collectively, will have a high degree of responsibility for their own professional development (DoE, 2007:26). Furthermore, teachers who succeed in upgrading their qualifications will earn points for taking part in CPD. This requirement is compulsory for all educators registered with the SACE.

Teachers who do not earn the required points for development will be accountable to SACE for such failure (DoE, 2007:28).

The above-mentioned clearly indicates that it is the responsibility of the educator to facilitate his / her own development.

#### **1.4.2 Qualitative Research Paradigm**

*Design* is used in research to refer to the researcher's plan of how to proceed. Research design therefore refers to a plan for selecting subjects, research sites and data collection procedures to answer the research question (Somo, 2007:7). The design indicates which individuals will be studied, when and where and under which circumstances (McMillan, 1993:157). A qualitative research approach has been employed since this approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives (Creswell, 2003:18). Furthermore, this approach is useful because multiple meanings of individual experiences are socially and historically constructed with the intent of developing a pattern (Creswell, 2003:18). The data collected are presented in the form of words instead of numbers. Qualitative researchers deploy a wide range of interconnected methods, hoping always to get a better fix on the subject matter on hand (Hughes 2003: ix).

The data were collected and supplemented by the understanding that was gained by being on the location (Biklen & Bogdan, 2003:4). A qualitative research design seeks to examine a phenomenon of interest in depth at selected sites, thus leading to a better understanding of the phenomenon (McMillan & Schumacher, 2001:396). In this study the phenomenon that the researcher is interested in is the challenges experienced by educators in selected schools in Mamelodi-West in terms of their CPD.

### 1.4.3 Phenomenological Research Approach

Creswell (2003:15) writes that in phenomenological research the researcher identifies the “essence” of human experiences concerning a phenomenon as described by the participants of the study. Merriam (2002:7) states that a phenomenological study focuses on the essence or structure of an experience. I will use this strategy since I want to determine, describe and understand the challenges experienced by educators in terms of their CPD by involving a small number of respondents through extensive engagement to develop patterns and relationships of meaning (Moustakas, 1994 as quoted by Creswell, 2003:15).

Phenomenologists do not assume that they know what things mean to people they are studying (Douglas, 1976 as quoted in Biklen & Bogdan, 2003:23). They emphasise the subjective aspect of the behaviour of people (Biklen & Bogdan, 2003:23).

### 1.4.4 Data collection

#### 1.4.4.1 Interviews

Interviews are two way conversations where the interviewer asks the participants questions to collect data and learn about the ideas, beliefs, views, opinions and behaviour of the participants (Maree, Creswell, Ebersohn, Eloff, Ferreira, Ivankova, Jansen, Niewenhuis, Pietersen, plano Clark and Van der Westhuizen, 2007:87). Furthermore, they write that the aim of quantitative interviews is to see the world through the eyes of the participant and this can be a valuable source of information (Maree *et al.*, 2007:87). This study employed open-ended interviews, since I intended to “explore with the participant his or her views, ideas, beliefs and attitudes” (Maree *et al.*, 2007:87). Open-ended questions were used since this type of question permits a free response from the respondent from his or her own frame of reference (Ary, Jacobs & Razavieh, 1990:418). I concentrated mainly on the participants’ own experiences. This assisted me to determine the challenges experienced by the sampled educators in terms of their CPD. The interviews were held with the following participants:

- Principals of the selected schools.

- Two Heads of Department in each school — one in the Foundation Phase and the other in the Intermediate Phase.
- Two post level 1 educators, one in the Foundation Phase and the other in the Intermediate Phase.

#### **1.4.4.2 Document analysis**

As a second method of data collection I made use of document analysis. I studied documents relating to the development of educators that are available at the selected schools, such as circulars, memoranda and school policies pertaining to educator development, government gazettes and other available documents. These documents include Personal Growth Plans (PGP), Developmental Support Groups (DSG) and files pertaining to development of educators as well as the minutes of learning area meetings, DSG meetings and Staff Development Team (SDT) meetings. I studied the School Improvement Plans as well as the School Development Plans of the institutions sampled. The collection and analysis of documents may shed light on the phenomenon (CPD) being investigated (Somo, 2007:13). The minutes of the SDT and DSG assisted me in determining whether these structures meet and discuss issues pertinent and relevant to their CPD. Over and above the minutes of the SDT and DSG meetings informed me whether these structures were elected democratically or not. The analysis of the minutes of meetings reflected whether a particular school kept abreast of the circulars, Government Gazettes and other important official documents. I also studied documents developed by the selected schools pertaining to the development of staff. The purpose of studying these documents was to ascertain the levels of planning and execution of CPD in the selected schools. It furthermore allowed me to gain valuable information regarding the link between the CPD of educators against their experiences.

### **1.5 PARTICIPANTS AND SAMPLING**

Niewenhuis in Maree *et al.* (2007:79) writes that sampling refers to the process used to select a portion of the population for the study. He furthermore mentions that qualitative research is “generally based on non-probability and purposive

sampling rather than probability or random sampling” (Maree *et al.*, 2007:79). In terms of the above-mentioned, I made use of convenience sampling because of time constraints and costs. However, I used educators at different levels in the schools to ensure that the results would not just be a coincidence. Convenience sampling is a type of non-probability sampling which involves the sample being drawn from that part of the population which is close at hand. The sample population is selected because it is readily available and convenient. Maree and Pietersen in Maree (2007:177) argue that this sampling method “refers to situations when population elements are selected based on the fact that they are easily and conveniently available”.

In my conversation with principals I found that schools in the west of Mamelodi experience challenges in terms of CPD. It is for this reason that I made use of schools in Mamelodi-West since “they are holders of the data that is relevant for the study” (Maree *et al.*, 2007:79). The three schools were chosen because they are close to each other in the Mamelodi-West area. These schools serve the same community and are public schools that have more or less the same resources. For the purpose of this study I used only primary schools. These primary schools have the same staff complement, namely one principal, three Heads of Department and eight post level 1 educators. The number of learners in these schools ranges from 200 to 300.

I made use of convenience sampling to identify the educators that formed part of the sample. However, it is important to note that each level of educators at each school is represented in my sample.

Individual interviews were conducted with at least two post level 1 educators (one in the Foundation Phase and the other one in the Intermediate and Senior Phase (hereafter referred to as the Intersen phase), two Heads of Departments (one in the Foundation Phase and the other in the Intersen phase) and the principal of each of the selected schools. These schools are managed by principals who have between 10 and 20 years teaching experience. The schools do not have deputy principals; therefore I could not include them for the interviews.



## **1.6 ANALYSIS OF THE INTERVIEWS**

It is the duty of the researcher to analyse the data since an analysis provides him with “an advantage of having insight into and in-context knowledge about the research”. This will “enable him to establish a variety of important links between the research questions, aims and data gathered” (Litosellti, 2003:85). Maree *et al.* (2007:99) state that qualitative data analysis tends to be an ongoing and iterative (non-linear) process. This, according to them, implies that data collection, processing, analysis and reporting are intertwined and not merely a number of sequential steps (Maree *et al.*, 2007:99). The aim of the researcher in analysing the data is to “interpret and make sense of what is in the data” (Maree *et al.*, 2007:99). This explains why, after every interview at a selected school, I analysed the data before commencing with the next interview. Transcription of the interviews followed where “I [would] go through the data systematically and write a descriptive code by the side of each data” (Cohen, Manion & Morrison, 2000:283).

## **1.7 TRUSTWORTHINESS, CREDIBILITY AND CRYSTALLISATION**

Creswell (2003:196) states that in quantitative research validity generally refers to “trustworthiness” and reliability to “credibility”. It is the view of some researchers that support positivist theories that educational studies using measures lacking in credibility and trustworthiness will produce worthless results no matter how well sampling, data collection and analysis have been done. Based on the above-mentioned assertion, I now discuss the procedures that I used to ensure credibility and trustworthiness.

### **1.7.1 Trustworthiness**

McMillan and Schumacher (2001:407) state that validity refers to the degree to which the explanations of phenomena match the realities of this world. Therefore the testing of validity rests on the collection of data, its analysis and the techniques pertaining to data analysis. Maree *et al.* (2007:113-115) provide a few pointers that can be used to enhance the trustworthiness of a study. The pointers are the following:



- The use of multiple data sources
- Verification of the new data
- Keeping notes of research decisions that were taken
- Greater trustworthiness in the coding of data
- Verifying and validating your findings
- Controlling for bias
- Avoiding generalisation
- Choosing of quotes carefully
- Maintenance of confidentiality and anonymity
- Stating the limitations of the study upfront

The trustworthiness of this study was ensured by a combination of the above-mentioned strategies to concur with what Seale (1999:134) states when he writes that validity is the degree to which the findings of a research study are true.

### **1.7.2 Credibility**

Reliability in quantitative research design, according to Borg and Gall (1996:572), refers to the extent to which other researchers will arrive at similar results if they studied the same case by making use of the same strategies. Lincoln and Guba (1985:991) as quoted by Maree *et al.* (2007:80) include credibility, applicability, dependability and confirmability as key criteria of trustworthiness.

I stored the audio recordings as well as the original transcripts of the proceedings of the interviews. This ensured an accurate record of dates, time and persons. The researcher made use of Somo (2007:17) who mentions that the data is transcribed from the audio cassettes and coded according to categories and questions. Furthermore the data was corroborated with the participants. The analysis of documents was used to verify the collected data.

### **1.7.3 Crystallisation**

To ensure internal validity in this qualitative research crystallisation was used. Several methods and sources were used to compare the findings with one

another (Merriam, 1998 as quoted in Maree, 2007:38). Crystallisation provided me with a deepened, complex, thoroughly partial understanding of the topic (Maree, 2007:41 in quoting Richardson in Janesick, 2000:392). What I describe from the findings is crystallised reality that is credible in so far as those reading the data and analysis will see the same emerging pattern (Maree, 2007:81). This added trustworthiness to my study.

## 1.8 ETHICAL CONSIDERATIONS

De Vos (1998:240) stipulates that ethics are a set of moral principles that are suggested by an individual or a group. Furthermore, he mentions that these are widely accepted rules of behaviour and expectations about the most correct conduct towards experimental subjects, respondents, employers, sponsors and other researchers, assistants and students (De Vos, 1998:240). It is the view of Somo (2007:17) that ethical guidelines are standards and the basis upon which the researcher ought to evaluate his/her own conduct. Maree *et al.*, (2007:298) furthermore stipulate that it is essential that throughout the research process the researcher should follow and abide by ethical guidelines. Based on this the researcher followed the following guidelines:

- Getting informed consent from the respondents. This was done before implementing a questionnaire. This entailed that I ascertained whether or not the volunteer would be available and willing to participate in follow-up interviews at a later stage (Maree *et al.*, 2007:298). Furthermore, during the follow-up interviews I presented the participant with a letter of consent, in which the research process as well as information in terms of withdrawing from the study at any given time (Maree *et al.*, 2007:298) was described in detail. Trochim (2001:24) mentions that informed consent means that the research participants are fully informed about the procedures and risks involved in the research and must give their consent to participate.
- I ensured that the participants did not get exposed to “any undue psychological harm” (Leedy & Ormrod as quoted in Maree *et al.*,

(2007:298). It was my duty to remain honest, respectful and sympathetic (Maree, 2007:298).

- I ensured confidentiality and anonymity since these two standards protect the privacy of research participants (Trochim, 2001:24). The obligation to protect the anonymity of research participants and to keep research data confidential is all inclusive (Cohen & Manion, 1994:366). According to Somo (2007:19) anonymity is a stricter standard that means the participants remain anonymous throughout the study.
- I would not betray the participants. Cohen and Manion (1994:368) as quoted by Somo (2007:19) mention that the term 'betrayal' is usually applied to those occasions where data is supplied in confidence and revealed publicly in such a way as to cause embarrassment, anxiety and perhaps suffering to the participants' disclosure of information. This according to Somo (2007:19) represents a breach of trust that is often caused by selfish motives.
- I respect the rights and privacy of the subjects or participants. Cohen and Manion (1994:365) mention that the right to privacy extends to all information to a person's physical and mental condition, personal circumstances and social relationships which are not already in the public domain. They furthermore state that it gives the individuals the collectivity of freedom to decide for themselves when and where and to what extent their personal attributes, opinions, habits, eccentricities, doubts and fears are to be communicated to or withheld from others (Cohen & Manion, 1994:365). Maree *et al.* (2007:299) concur with Cohen and Manion (1994:365) when they quote Burns (2000) who mentions that "both myself and the participant must have a clear understanding regarding the confidentiality of the results and findings of the study".

## **1.9. LIMITATIONS AND DELIMITATION OF THE STUDY**

The study was conducted in the field of Human Resource Management in Education. I specifically chose to conduct the study in the Mamelodi-West area since I work in the area; I also reside in the area. Marshall and Rossman

(1999:24) state that no research project is without its limitations and that there is no such a thing as a perfect research. My research is situated in a particular context which makes the generalisability of the findings impossible. However, this study may be broadly applicable to similar settings. Furthermore, the study includes a limited number of principals, Heads of Department (HODs) and educators currently in the employment of the Gauteng Department of Education (GDE). No deputy principals were included since the sampled schools do not have deputy principals because of their enrolment. Irrespective of the limitations, the study was conducted and possible answers to the research question found. In the future this study can be repeated using a larger sample. It can also be repeated by using a quantitative design that will help to generalise the findings.

### **1.10 SIGNIFICANCE OF THE STUDY**

This research study is significant in its contribution to the description of the experiences of educators in relation to their CPD. The findings of the research might be able to add to the existing literature pertaining to the experiences of educators in terms of CPD. It might contribute to one's understanding why educators experience what they experience in terms of CPD. Furthermore, the study could also contribute to the expertise of members of the education profession and the school community at large relating to the experiences of educators in terms of CPD.

### **1.11 SUMMARY**

The aim of Chapter 1 is to provide an orientation of the study which includes the background, research questions, methodology, and delimitation, significance of the study and clarification of concepts.

## CHAPTER 2

### THE CONTINUED PROFESSIONAL DEVELOPMENT OF EDUCATORS IN SCHOOLS

#### 2.1 INTRODUCTION

The Department of Education's reform initiatives that necessitated the need for developmental opportunities for educators were alluded to in Chapter 1 of this study. Villegas-Reimers (2003:7) posits that one of the key elements of these reform initiatives is the professional development of educators who have a double role in that they are both objects and subjects of change. This has led me to believe that there is a need for making provision of CPD for educators to provide them with new skills and knowledge that will assist them in keeping abreast of the ever increasing demands in their profession. This goes hand in hand with one of the seven roles of an educator as captured in the Norms and Standards for Educators (DoE, 2000). This role states that an "educator is a scholar, researcher and lifelong learner" (DoE, 2000: 13). This entails that the educator will achieve ongoing personal, academic, occupational and professional growth through pursuing reflective study and research in his or her learning area, in broader professional and educational matters, and in other related fields (DoE, 2000:7). The Personnel Administrative Measures (PAM) (DoE, 1999) stipulate that educators should engage in professional duties which include attending meetings, workshops, seminars, conferences as well as attending to professional development activities. Earley and Bubb (2004:3) argue in favour of current legislative provisions when they point out that one of the hallmarks of being identified as a professional is to continue to learn throughout a career. The term *CPD* has become a term widely used for ongoing education and training for professions. CPD should not happen for our own sakes but for the sake of our clients, that is the parents and learners. Educators have to provide the best possible quality education to the learners.

But what is CPD? I have alluded to a few pointers in the previous chapter in response to this question. However, it is important to mention that CPD

encompasses the formal and informal learning that enables an individual to improve his or her own practice. Furthermore, if one improves one's professional practice, then there is professional growth. Lee (2005:40) is of the opinion that professional growth in educators occurs when a PD programme acknowledges educators' personal and professional needs. Appropriate strategies should be used to determine in which areas an educator is lacking skills (Lee, 2005:41). Coetzer (2001:78) argues that CPD is any activity that has as its aim to enhance the knowledge and skills of educators by means of orientation, training and support. The development is likely to affect the attitudes and approaches of educators; it may contribute to improvement of the quality of the learning and the teaching process (Bolam in Earley & Bubb, 2004:4; Day & Sachs, 2004:3).

CPD, often referred to as in-service education or staff development, has been conducted in different forms for different purposes. Regardless of the purpose, traditional in-service education or teacher continuous professional development programmes are delivered in the form of workshops, seminars, conferences or courses (Ono & Ferreira, 2010:60). They (Ono & Ferreira, 2010:60) furthermore state that these efforts have been criticised by many researchers as being brief, fragmented, incoherent encounters that are decontextualised and isolated from real classroom situations. Villegas-Reimers (2003:11) agrees when she writes that CPD includes formal experiences (such as attending workshops and professional meetings, mentoring, etcetera) as well as informal experiences (such as reading professional publications, watching television documentaries related to an academic discipline, etcetera). Traditional approaches to the ongoing development of teachers are less likely to result in the improvement of teaching (Ono & Ferreira, 2010:60). They quote Fullan (1991:315), when he states that "nothing has promised so much and has been so frustratingly wasteful as the thousands of workshops and conferences that led to no significant change in practice when teachers returned to their class rooms".

Multiple challenges arise in schools and educators are held accountable for learner outcomes and not just for the delivery of the curriculum. Educators are now expected to have knowledge on how to attend to the different learning needs

of learners and to promote a climate where mutual respect exists in a multicultural environment. The continuous upgrading of skills is the order of the day. Therefore this chapter focuses on literature review that has as its purpose to provide an understanding of Continuous Professional Development concepts and legislative provisions from a South African perspective to indicate a variety of CPD aspects and policy imperatives of these countries outside the borders of South Africa.

## **2.2 CONTINUED PROFESSIONAL DEVELOPMENT POLICY IN SOUTH AFRICA**

The main objective of the DoE as well as its educators is to “ensure quality public education for all and to constantly improve the quality of learning and teaching” (ELRC, 2003:3). Furthermore, apart from its responsibility to provide facilities and resources to support teaching and learning, the DoE also has to ensure successful outcomes by “empowering, motivating and training” educators (ELRC, 2003:3). According to the ELRC (2003:3) there are three programmes that need to be in place in order to enhance and monitor the performance of the education system. Two of the programmes that are relevant for the purpose of the current study are explained below. Firstly Whole School Evaluation and secondly the IQMS are addressed. After writing about Resolution 8 of 2003, I will concentrate on the NPFTED (DoE, 2007) since this document also addresses the CPD of educators.

### **2.2.1 Whole School Evaluation (WSE)**

The policy on WSE was developed in terms of Section 3(4) (l) of the National Education Policy Act, 1996 (Act No. 27 of 1996). This policy aims at improving the overall quality of education in schools by ensuring that all learners are given an equal opportunity to make the best use of their capabilities. WSE is supposed to be supportive and developmental and not judgemental and punitive. According to Resolution 8 of 2003, agreed upon in the ELRC, external WSE carried out by a WSE team which consists of external supervisors appointed by the Provincial Education Departments (PED's) enables the PED and National Department of



Education (DoE) to measure and evaluate the performance of schools in order to make judgments about the level of functioning of individual schools as well as schools as part of the public education system. Therefore the purpose of WSE is to evaluate the overall effectiveness of a school as well as the quality of teaching and learning (Heystek, Nieman, van Rooyen, Mosoge & Bipath, 2008:143). However, the only aspect of the IQMS that pertains to WSE is lesson observation (ELRC, 2003:5). Mathula (2004:10) writes that the WSE policy maintains that it will not be used as a coercive measure, though part of its responsibility is to ensure that national and local policies are complied with. Provision is made within the WSE policy for reporting findings as well as providing feedback on the achievement levels of schools to the school and its stakeholders, which include the DoE, PED and parents.

## **2.2.2 Integrated Quality Management Systems (IQMS)**

### **2.2.2.1 What is the IQMS?**

IQMS is captured in Resolution 8 of 2003 (ELRC, 2003). It is informed by Schedule 1 of the Employment of Educators Act, No. 76 of 1998 where the Minister is required to determine performance standards for educators in terms of which their performance is to be evaluated. Heystek *et al.* (2008:57) write that the IQMS sets the performance standards for educators and management staff. They furthermore point out that educators must be held accountable if they do not deliver according to agreed and set standards. The IQMS is also guided the by following principles:

- The need to ensure fairness; for example, there can be no sanction against an educator in respect of his/her performance before providing meaningful opportunities for development (Heystek *et al.*, 2008:144).
- The need to minimise subjectivity through transparency and open discussion.
- The need to use the instrument professionally, uniformly and consistently.



The main objective of IQMS is to ensure quality public education for all and to improve the quality of teaching and learning constantly. It remains the responsibility of the Department of Education to make available facilities and resources to support teaching and learning, and to empower, motivate and train educators (Mathula, 2004:15). The concern to improve quality is probably the most important task facing any organisation; hence, the importance of appraisal in any institution cannot be overemphasised (Sallis, 1993:1). Educational institutions pursue quality improvements for a number of reasons. Some are linked with professional responsibility; others as a result of competition in the educational marketplace or the need to demonstrate accountability (Sallis, 1993:3). Bollington, Hopkins and West (1993:2) believe that the introduction of appraisal in education has been characterised by the concern for improved quality, a greater degree of accountability and more efficiency as well as a move to develop educators as professionals. In this context appraisal is viewed as a form of in-service training and as a means of identifying further in-service training needs in order to improve the quality of teaching and learning.

The Gauteng Department of Basic Education (GDBE) issued Circular 18 of 2007 which stipulates that the main objective of the IQMS is to ensure quality public education for all and to improve the quality of teaching and learning constantly. In support of this, according to Heystek *et al.* (2008:144), the Department has the responsibility of providing facilities and resources to support teaching and learning. Furthermore, successful educational outcomes depend on empowering, motivating, developing and rewarding educators (Heystek *et al.*, 2008:144).

Even though the IQMS is a tool that seeks not to be punitive, remains to be seen how the SACE will use the CPTD (CPD points system) along IQMS. The NPFTED in (DoE, 2007:20) makes provision for educators to be accountable to the SACE if they fail to attain the minimum number of points over two successive cycles of three years. I am of the opinion that one can view it as punitive for an educator who does not achieve the minimum points over two successive cycles of three years and to be held accountable to SACE as is stipulated in the said provision (DoE, 2007:20).

### 2.2.2.2 Implementation of IQMS

The common pressure that gets people into action in South African schools is made up of emotional intelligence, competencies and the culture of creating mechanisms (Heystek *et al.*, 2008:56). Consultation with people involved is a powerful tool that is enriched and shaped by government policies such as the IQMS as well as the South African Schools Act (hereafter referred to as Schools Act) (Heystek *et al.*, 2008:56).

The IQMS tool makes provision for performance standards as a means for measuring the performance of an educator (ELRC, 2003). Post level 1 educators have eight performance standards; post level 2 educators have the performance standards of post level 1 educators as well as an additional two. Last but not least post level 3 and 4 educators have all the performance standards as well as two more; they have twelve performance standards to satisfy.

- **THE STAFF DEVELOPMENT TEAM (SDT)**

Resolution 8 of 2003 stipulates that each institution must elect a SDT comprising of the principal, the Whole School Evaluation (WSE) coordinator, democratically elected members of the School Management Team (SMT) and democratically elected post level 1 educators across the different phases of the school. The replacement of a member of the SDT should be done in a democratic election. The size of the SDT is the responsibility of the school but it is suggested that its member number could be up to six depending on the school's size (ELRC, 2003:3). During their first meeting the SDT must elect a chairperson which means that the principal is not necessarily the chairperson (Somo, 2007:59). Once again the issue of teamwork comes to the fore when Resolution 8 of 2003 stipulates that the SDT and SMT must work together and mutually support one another in all matters relating to the IQMS (ELRC, 2003:3). The suggestion is that the SDT's lifespan can be up to three years to ensure continuity and stability (ELRC, 2003: 4). The roles and responsibilities of the SDT and SMT regarding the implementation of the IQMS are captured in Resolution 8 of 2003 as follows:

- Ensuring staff members are trained in procedures and processes of the IQMS.
- Coordination of all staff development-related activities.
- Facilitating and giving guidance on how DSGs have to be established and preparing a composite, final DSG list.
- Liaising with the PED in respect of the high priority needs such as INSET, short courses, skills programmes and learnerships.
- Linking appraisal to the improvement of the whole school.
- Monitoring the effectiveness of the appraisal process and reporting to the staff, district and the School Governing Body (SGB).
- Ensuring the proper filing of IQMS records after submission to the district office in good time for data capturing.

It is also the role of the SDT to draw up a management plan that will be followed and executed in terms of the activities of the institution. This all important document should be drawn up, typed, signed and distributed to educators. This alleviates the problem of not preparing and planning the work as well as the fear that educators have of the appraisal system. It is sometimes difficult for principals to be capable and comfortable in exercising their role in developing their educators (Fullan & Hargreaves, 1992:86). They furthermore mention that “to a significant degree, the feelings of inadequacy have two roots” (Fullan & Hargreaves, 1992:87), namely:

- an unclear image of what teacher development looks like; and
- uncertainty about just how a principal might help foster such development, given the usual job demands.

The task of all the educators on the staff is to provide the SDT with the names of the people that serve as their Developmental Support Group (DSG). These are forwarded to the SDT to compile a composite DGS list.

- **THE DEVELOPMENTAL SUPPORT GROUP (DSG)**

According to Resolution 8 of 2003 the DSG serves as appraisal panel. The DSG consists of the educators' immediate senior and one other educator (peer) selected on the basis of expertise that is related to the needs as prioritised by the educator in his/her Personal Growth Plan (PGP). The peer can be selected because of his/her expertise in the learning area that an educator is teaching. In some instances there can be more than one peer (ELRC, 2003:11). The DSG is designed to assist the educator to set his/her targets and timeframes for improvement in a PGP (Muller, 2004:6). One often wonders about the extent to which the DSG is seen as a unit where educators can reflect on their own weaknesses and honestly identify the problem areas requiring improvement when the DSG is also responsible for the salary issues of educators. Nevertheless, the purpose of the DSG, as per Resolution 8 of 2003, among others, is firstly to provide mentoring and support; should the immediate senior be the Head of Department this responsibility falls within the scope of his/her duties as captured in the PAM (DoE, 1999). Secondly, to work with the SDT to facilitate plans for development in cases of individual educators not performing well and including such plans in the SIP. These plans may include counselling and training (Heystek *et al.*, 2008:152).

- **THE PERSONAL GROWTH PLAN (PGP)**

The PGP should address the areas identified as the ones that need improvement. The PGP normally leads to the establishment of the SIP. The PGP should stipulate the areas where the DSG (senior or mentor) should provide guidance regarding the needs identified. Furthermore, those areas that the PED is responsible for, such as INSET, courses, conferences or seminars should be indicated as such. The re-skilling of under- or unqualified educators should also be recommended in the PGP (ELRC, 2003:11–12). The identification of specific activities to propagate improvement can also include reading literature, holding discussions with colleagues or peers and consulting an education/learning area specialist (Steyn & Van Niekerk, 2002:309).

- **THE SCHOOL IMPROVEMENT PLAN (SIP)**

Resolution 8 of 2003 stipulates that the SIP is a blueprint of the actions and processes needed to achieve school improvement, including the development of educators. This document can be used to measure the progress of the school through ongoing and continuous self evaluation. All the developmental needs of the school are captured in the SIP. However, the SIP does not work alone. The development of a SIP is facilitated by the PGP. Each educator compiles a PGP that informs the SDT about topics in which he/she wants to be developed. All the needs of the educators are captured in the SIP. It is the responsibility of the school in terms of Resolution 8 of 2003 to inform educators about INSET and other developmental programmes that are offered. Necessary arrangements to attend such workshops or training should be facilitated by the school. The principal submits the SIP to the District Office for the development of a District Improvement Plan (DIP). The SDT develops the SIP and it is used by the SDT to track and monitor progress and/or improvement. School improvement is a systematic, sustained effort aimed at change in learning conditions with the ultimate goal of accomplishing the educational goals more effectively (ELRC, 2003:11).

### **2.2.3 The National Policy Framework for Teacher Education and Development (NPFTED)**

The policy framework makes provision for the educators to enhance their professional competence and performance continually. However, Steyn (2008:19) argues that the policy framework is a reform initiative aimed at changing the quality of teaching in South Africa but its success cannot be guaranteed unless its potential to lead to educators' professional development has been considered. The policy framework identifies four types of Continued Professional Development of Teachers (CPTD) activities, namely school-driven activities, employer-driven activities, qualification-driven activities and others offered by approved organisations (DoE, 2007:17). Furthermore, a distinction is made between compulsory and self-selected CPD programmes. The provincial

and national education departments are obliged to make provision for an enabling environment for the preparation and development of educators to take place effectively (DoE, 2007:3). Bursaries are also made available by the education departments for self-selected CPD activities. Earley and Bubb (2004:3) argue that the prime responsibility for securing the individual CPD of educators is not the concern of the Department of Education as the employer, but educators themselves should play a key role and CPD opportunities must be made available to help educators become better practitioners.

Although the CPDT in the National Framework for Teacher Education and Development expects educators to “take charge of their self-development by identifying areas in which they need to grow professionally” (DoE, 2007:3) the role to be played by the school is not clearly explained.

The system of continuous professional development of educators as envisaged in the NPFTED is not confined to educators employed by the Provincial Education Departments (PEDs), but also applies to educators employed and paid by School Governing Bodies (SGBs), whether in public or independent schools (SACE, 2008:11). The responsibility is given to all employers of educators to encourage the educators under their employ to engage in CPD.

## **2.3 THE ROLE OF THE EDUCATIONAL LEADER AS AN INTEGRAL PART OF CPD**

### **2.3.1 The Principal and the Management Team regarding CPD**

Fullan (2001:32) suggests that real change, whether desired or not, represents a serious and collective experience characterised by ambivalence and uncertainty. While change is dynamic in nature, for the principal as the “gatekeeper of change”, (Fullan, 2001:78) it could also be turbulent as it may lead to doubts and frustration. The key role played by principals or educational leaders in the implementation of professional development is acknowledged in the literature (Steyn & Van Niekerk, 2002:253-254 quoting Bunting, 1997:30). Principals should, as leaders of their staffs, initiate the creation of a positive climate for professional development. Steyn and Van Niekerk (2002:253-254) stipulate a few

possibilities from Bunting (1997:31), DuFour and Berkey (1995:3), Sparks (1997:21) and Elrich (1997:14) when they point out that educational leaders can do much to ensure effective professional development in their schools. The following are just a few possibilities mentioned by Steyn and Van Niekerk (2002:253 – 254):

- Provide opportunities for staff to discuss case studies and good teaching practice. Staff members prefer their peers to present staff development programmes. The implication is that principals should act as facilitators and not controllers of CPD activities. Staff meetings, professional development programmes, memoranda to staff members and one-on-one interviews are excellent opportunities for principals to encourage staff to discuss current research on effective teaching.
- Principals should take the initiative in working together with educators, parents and learners to determine the strengths and weaknesses of the school's teaching and learning programme.
- The principal should encourage educators to take risks by experimentation.
- Principals should involve their educators in designing and implementing developmental programmes. This involvement can include the determination of training needs, approaches to satisfy the needs and follow-up activities

Principals, according to the PAM (DoE, 1999:10) are responsible for the development of staff training programmes, school-based, school-focused and externally directed, and to assist educators, particularly new and inexperienced educators, in developing and achieving educational objectives in accordance with the needs of the school.

According to Resolution 8 of 2003 (ELRC, 2003, 12-14) it is the responsibility of the School Management Team which includes the principal, deputy principal(s) and Heads of Department to ensure that the school functions effectively. Within the context of the IQMS the implication is that the school leadership carries the



responsibility to promote quality teaching by educators and quality learning by the learners.

Resolution 8 of 2003 furthermore makes provision for the principal of the school to undertake certain roles and responsibilities in terms of the implementation of IQMS (ELRC, 2003, 11-14). These roles include the following:

- He/she must ensure that the implementation of IQMS at the school takes place uniformly and effectively.
- He/she should make sure that every educator is provided with a copy of Resolution 8 of 2003, including all other relevant documentation.
- He/she as well as the Staff Development Team (SDT) and School Management Team (SMT) are responsible for the advocacy and training of relevant staff members at the school.
- The principal must arrange a workshop for his/her staff members where they will be accorded the opportunity to clarify areas of concern.
- The facilitation of a meeting where an SDT will be elected is also core to the role of a principal. It is expected that this election happens in a true democratic manner.
- Finally, the principal is responsible for the moderation of the evaluation results to make sure that fairness and consistency prevail.

The principal is a member of the SDT. Therefore, as member of a unit for development, he/she also has certain roles and responsibilities in this unit. The roles of the SDT are to plan, oversee, coordinate and monitor all quality management processes (ELRC, 2003:12). According to Resolution 8 of 2003 the principal needs to facilitate the development of the School Improvement Plan since he/she will be a member of the SDT. All the developmental needs of the school are captured in the SIP. Principals have the responsibility to make sure that the IQMS is implemented to the benefit of the school. Heystek *et al.* (2008:151) mention that the DoE spends 80% of its annual budget on salaries of educators; this necessitates the principal to ensure that all programmes to



improve the quality of teaching and learning are offered in South African public schools.

The development of educators and change go hand in hand since the intention of development is to change behaviours, attitudes, skills and knowledge. One of the many roles of school leaders or principals is to create the right set of conditions to enable change to occur. The role, performance and effectiveness of school leaders or school principals have been under close critical scrutiny from all points (Tomlinson, 1997:135). Principals have an important role of setting and clarifying expectations either for or, even better, with educators and other staff members, monitoring progress and attending to the concerns of educators.

Other researchers who believe that principals can evaluate and monitor educators and choose the kind of developmental programmes these educators need support needs-based development (Desimone, Smith & Ueno, 2006:206).

The NPFTED refers to “sustained leadership and support” for quality education (DoE, 2007:3), and CPDT acknowledges school-led programmes for the development of educators (DoE, 2007:18); however, the active involvement and role of school managers or principals is not explicitly explained. Furthermore, as Steyn (2008:25) writes, principals need to play a key role in CPDT by identifying educators’ needs, motivating and supporting their development and working towards a collaborative school culture with shared values and norms. PD programmes in schools are generally successful when principals play a key role in their effective implementation as well as in sustaining educators’ learning and growth (Steyn, 2008:26).

The role of the educational leader should be to strive towards ensuring his or her staff is professionally developed in order to provide education of the highest quality to the communities that the school serves. Principals, as leaders of their respective schools, have to consult literature that indicates how they can lead their staff members to enhance the provision of quality education. Despite this educators should strive to improve their practice by availing themselves for

development opportunities as well as taking part in their self-initiated PD activities.

### **2.3.2 The District Office**

According to Resolution 8 of 2003 (ELRC, 2003: 7) the District Office has the overall responsibility of advocacy, training and the proper implementation of the IQMS. Furthermore, the district office needs to develop and arrange CPD programmes in accordance with the needs of the educators as captured in the School Improvement Plan (SIP) as well as the DIP (ELRC, 2003:5). The responsibility of the moderation of evaluation results of a particular district rests with the district director. The district director can refer evaluation results that he/she believes are too lenient or too strict to the school for reconsideration. Apart from the above-mentioned responsibilities of the District Office regarding the implementation of the IQMS, it should also ensure that evaluation results of schools under its jurisdiction are captured and processed in time for the implementation of salary and grade progression (ELRC, 2003:5). Lastly, the District Office should ensure constant monitoring of the implementation of the IQMS in schools.

## **2.4 THE SOUTH AFRICAN COUNCIL FOR EDUCATORS (SACE)**

Legislation enacted on the 27<sup>th</sup> of April 2007 deals extensively with how SACE should carry out its mandate of the ongoing professional development of educators (DoE, 2007). The concept of CPTD was introduced and the role that SACE should play regarding the management and implementation of this system was outlined. The quality of educators' professional practices is a continuing process that lasts for the duration of the career of a committed professional educator (SACE, 2008:4). In keeping with the NPFTED the SACE (SACE, 2008:4) makes provision for an expanded concept of CPTD activities. The underlying principle is that educators, individually and collectively, have a high degree of responsibility for their own ongoing professional development as well as the identification of their own professional needs (SACE, 2008:4). Furthermore, according to SACE (SACE, 2008:4), it is envisaged that the benefits

of educator development activities should lead to the improvement of learner achievement, especially in the poorer and disadvantaged communities.

The CPTD system consists of CPD activities endorsed by the SACE for which educators will earn CPD points (SACE, 2008:5). Educators earn CPD points by undertaking a variety of these SACE endorsed CPD activities. The phrase “professional development activities” includes individual study, designing and executing school improvement projects, organising or attending cluster workshops, attending training courses, mentoring novice educators, leading or participating in peer group support through educator networks, participating in and contributing to professional association conferences, obtaining additional formal professional or subject qualifications and many others (SACE, 2008:13). According to SACE (2008:14-16) it is expected of each educator to earn a minimum of 150 CPD points over a successive three year cycle and points earned in excess of the 150 points will roll over to the next cycle. However, an educator may not earn more than 90 CPD points in a single year, except when the educator is completing a formal qualification. The three-year cycle promotes flexibility and choice in the sense that educators are enabled to plan their development activities according to their needs and circumstances. The following three kinds of development activities are stipulated in the CPTD document (SACE, 2008:5):

- Educator priority activities that are chosen by educators themselves for their own development and the improvement of their own professional practices.
- School priority activities that are undertaken by the school leadership and staff collectively, focusing on Whole School Development and the institutional conditions for the improvement of improve teaching and learning.
- Profession priority activities that have directly to do with enhancing the professional status, practices and commitments of educators in areas of greatest need.

Quality management is essential for the CPTD system to contribute to the improvement of teaching and learning in all schools, public or independent as the CPTD system will not distinguish between state employed and other SACE registered educators (SACE, 2008:11).

CPD activities under the CPTD system have to be conducted after the normal school day. The CPTD system (SACE, 2008:34) stipulates that professional duties (including meetings, workshops, seminars and conferences) and professional development are among the core duties and part of the workload of state employed school-based educators, and they are to be conducted outside the normal school day.

## **2.5 USEFUL CPD REFORM TYPES OR CPD TECHNIQUES**

The process of development in schools should cater for both the individual needs of educators and for policy needs of the whole school as well as those of its constituent parts. The statement above justifies the fact that the professional development of educators should be regarded as “a deliberate and continuous process involving the identification and discussion of present and anticipated needs of individual staff furthering their job satisfaction and career prospects and of the institution for supporting its academic work and plans, and the implementation of programmes of staff activities designed for the harmonious satisfaction of needs” (Billings, 1977:22). Steyn (2008:22) mentions that in order to understand any CPD initiative, such as the CPDT, it is important to have a clear understanding of CPD. Hopkins and Ainscow (1994:114) believe that the growth in school-focused and school-based staff development, the existence of professional training days and the experience of appraisal schemes are beginning to lead to better policy and practice.

### **2.5.1 Workshops, conferences and courses**

Traditional CPD programmes such as workshops, seminars and conferences (Boyle, Lamprianou & Boyle, 2005:4; Lee, 2005:40) are approaches that have a more simplistic and technical view of teaching, which believes that the knowledge

and skills of educators can be improved by utilising external experts (Lee, 2005:40).

### **2.5.1.1 Workshops**

The GDE uses workshops where a team of experts present knowledge and skills to groups of educators during school holidays. Heystek *et al.* (2008:180) writes that these workshops, where educators become students, are meant to provide hands-on experience to educators. These traditional approaches have proved to be ineffective because they fail to provide educators with enough time, activities and content to make a noticeable improvement in their knowledge and skills (Birman *et al.*, 2000:29). This has led Mundry (2005:14) to suggest that policy makers and education managers should “abandon outmoded approaches to staff development and invest in more ‘practice-based’ approaches to professional learning of educators”. Heystek *et al.* (2002:180) agree by stating that workshop training does not always result in skills transfer.

### **2.5.1.2 Conferences**

The CPD activities are usually organised by provincial departments of education or district offices to accommodate large numbers of educators (Heystek *et al.*, 2008:181). Not only do conferences provide principals and educators with opportunities to share the achievements of their respective schools, but they also provide opportunities for the delivery of academic papers (Heystek *et al.*, 2008:181). It is furthermore the view of Heystek *et al.* (2008:181) that conferences as much as seminars are not automatically ideal for professional development. They point out that during conferences and seminars the audience is normally passive and listens to presentations being made till the end when questions and discussions are allowed. Letiche, Van der Wolf and Plooiij (1991:91) regard workshop, seminar and conference programmes as INSET.

CPD is most effective when it is based on the needs of the educator and it is a continuous process which includes formal, systematic and suitably planned development and follow-up through supportive observation and feedback, staff

dialogue and peer coaching (Bernauer, 2002:89; Bolam, 2003:103; Lee, 2005:45).

Collective learning is required where the acquired knowledge and skills are shared with colleagues through joint activities and discussions (Wenger, 2007:2). Furthermore, Steyn (2008:24) rightfully warns against models that promote a “one size fits all” approach. He writes that programmes should be differentiated to meet the learning styles of all educators, but more importantly to encourage collective learning in communities of practice. The responsibilities of each educator are to experiment continually, deliberately reflect on what has happened as a result of the individual and team efforts and to reflect with others on the action of the whole system in order to learn how to improve their practice (Boyle *et al.*, 2005:5; Dymoke & Harrison, 2006:78).

Evans (2002) elaborately explains different understandings, kinds and forms that ongoing professional development for educators as a process and not a procedure can adopt. She distinguishes between the notions of “extended professionals and restricted professionals”. According to Evans (2002:123) restricted professionals refer to educators operating predominantly intuitively rather than rationally. They often view education theory as mostly irrelevant to their classroom practice. Extended professionals, on the other hand, refer to educators who rely on their rationality just as much as on their intuition and they value theory as important as practice (Evans, 2002:124). Du Preez and Roux (2008: 84) are of the opinion that the aims of any development programme should be to assist educators to become extended professionals. They furthermore stipulate that by using a contemporary, participative intervention process that includes educators in the process of developing professional programmes, educators are obliged to take ownership of their professionalism and thereby become extended professionals (Du Preez & Roux, 2008:84).

### **2.5.1.3 Courses**

In many schools CPD is seen as attending courses offered by the Department of Education. This statement is supported by Letiche, Van der Wolf and Plooij

(1991:91) who argue that many educators still believe that professional development implies going on a course with the intention of improving the quality of the education of children. The rationale of taking educators out of school and instructing them in groups is embedded in the need to improve the education of relatively poorly educated educators. Courses as Letiche *et al.* (1991:91) and Bell and Day (2001:7) put it, fall into the following three groups:

- To enhance existing qualifications so that non-graduates can become graduates. These courses have a tendency to be theoretical and based in Higher Educational Institutions. The disadvantage of enhanced qualifications obtained by the educator is that these educators are normally employed somewhere else outside the school after obtaining these qualifications.
- Top-up courses are intended to further develop existing professional skills.
- Remedial courses assist educators in areas where they experience difficulties.

Courses remain a popular form of CPD for educators. Letiche *et al.* (1991:92) write that such courses do enable educators to make choices, for example to choose between developing existing skills or acquiring new skills and applying acquired skills. Bell and Day (2001:7) state that courses are still the most common and widely accepted approach to the development of educators.

### **2.5.2 Demonstration and peer observation**

Demonstration is one of the most common forms of development (Steyn & Van Niekerk, 2002:266). In demonstration there is usually an experienced educator who has knowledge of how a specific task is performed and this particular educator demonstrates the procedure to the inexperienced educator. The inexperienced educator is shown how to perform a task by an experienced educator and thereafter left to go on with the task. In terms of the IQMS the DSG of the educator can provide a demonstration to the educator and allow the educator to observe how things are done. Peer observation is another approach to development and occurs when one educator is observed in practice by another



— usually a friendly colleague. Bubb and Earley (2004:62) write, “Whatever people have and whatever stage they are at in their profession, they will learn a great deal about their job from watching others doing it”. Furthermore, Bubb and Earley (2004:62) stipulate that peer observation is stressful but it is worth getting over initial discomfort or reluctance and shyness about being observed and sharing problems with colleagues.

### **2.5.3 Mentoring**

Mentoring in schools is used when a beginner educator or a newly appointed educator is assigned to an experienced one. During mentoring, knowledge and skills are transferred by the more experienced educator to a less experienced educator. The experienced educator coaches the beginner or newly appointed educator, eventually ensuring that he or she acquires the necessary knowledge and skills. Mentoring is a complex, interactive process, occurring between two individuals of differing levels of experience and expertise which incorporates interpersonal or psychological development, career and/or educational development, socialisation functions into the relationship. (Carruthers, 1993:10-11 as quoted in Field & Field, 1994:65). Resolution 8 of 2003 stipulates that mentoring needs to take place to assist educators to improve. The mentoring must be ongoing in terms of the responsibilities of the immediate senior. Furthermore, peer mentoring and support should also be ongoing but are likely to be less formal and less structured interactions (ELRC, 2003: 25).

Mentoring is a positive mechanism for developing management skills, while those who have been subject to mentoring will have gained from the experience a sense of what their ongoing professional development will involve (Blandford, 2000:181). Blandford (2000:181) continues by saying that mentoring is a process through which knowledge and understanding, skills and abilities may be passed on to less experienced practitioners.

Mundry (2005:10) mentions that beginner teachers or teachers who wish to improve their teaching are assigned to an accomplished teacher mentor who teaches the same subject matter. She furthermore states that the focus of work



between the mentor and mentee is on teaching the content and ensuring that the learner understands (Mundry, 2005:10). In the process of mentoring, the mentors also benefit as they develop lifelong attributes worth fostering and experience satisfaction with their roles as mentors (Heirdsfield *et al.*, 2008:110).

Gilles and Wilson (2004) as quoted in Heirdsfield *et al.* (2008:110) report that advantages for mentors include a sense of satisfaction and self-worth, enjoyment in sharing expertise and gaining new personal insights. Mentoring enhances the self image of mentors as they see themselves as competent, helpful and having personal currency (Murphy, 1996 as quoted in Ehrich & Hansford, 1999:1).

#### **2.5.4 Induction**

Entering the teaching profession can be an extremely traumatic experience for a young, beginner educator. To reduce this risk an increasing number of schools opt to have an institutionalised induction programme that forms the foundation of a beginner educator's continuous professional development. According to Steyn and Van Niekerk (2002:232), new staff members are assisted through induction to adjust effectively to their work environment with the minimum disruption and as quickly as possible. Induction is therefore the "familiarization process of all staff who is taking up a post in a new school or a new responsibility in the same school". Furthermore, Wideen and Andrews (1987: 142) point out that a well designed induction programme is inherently an excellent staff development model. The institutionalised induction programme should be captured in the induction policy of the school. Schools that have an induction policy can assist in everyone knowing about procedures, rights and responsibilities (Bubb & Earley, 2007:133). Furthermore, a "school induction policy should serve to ensure that a structured induction programme is followed; individuals involved in induction are aware of their roles and responsibilities; individuals are aware of each other's roles and responsibilities" (Bubb & Earley, 2007:133).

Wideen and Andrews (1987:145) write that a strong induction programme is characterised by experienced and beginning educators participating in the planning, problem-solving, decision-making and implementation of the induction

activities. The induction activities should be tailored into the CPD plan of the school. The induction, therefore, would serve the purpose of building a firm foundation for the future professional and career development of individual educators (Bubb & Earley, 2007:128).

### **2.5.5 Job rotation**

Job rotation entails staff members moving into new jobs for a period to enable them to acquire new and wider skills and knowledge, particularly in management development (Steyn & Van Niekerk, 2002:266). This is appropriate when a deputy principal is nearing retirement and all the Heads of Department getting an opportunity to rotate in the not yet vacant post of deputy principal. Oldroyd and Hall (1991:4) refer to it as “on-the-job activities”.

### **2.5.6 Coaching**

#### **2.5.6.1 Peer coaching**

Peer coaching occurs when two or more peers, usually sharing the same grade, subject or learning area visit each other as they teach and discuss how to help learners (Heystek *et al.*, 2008:186). Furthermore, Heystek *et al.* (2008:186) quote Peixotto and Fager (1998) when they state that peer coaching is “particularly effective where educators have undergone the same training and use opportunities to compare how they implement their newly gained skills”. In peer coaching as Oldroyd and Hall (1991:118) rightfully put it, the coach may have received little training in coaching skills but has shared the same training as the educator being coached and engages in coaching on a mutual basis. Hopkins, Ainscow and West (1994:120) provide an important pointer when they write that the “primary purpose of peer coaching is to support or facilitate and not evaluation, thus peers are more appropriate partners than administrators in this professional growth scheme”.

### **2.5.6.2 Expert coaching**

Expert coaches are specialist trainers or consultants who have been trained in coaching skills and are an expert in the particular skill being coached (Oldroyd & Hall, 1991:117). It goes without saying that expert coaches are expensive.

### **2.5.7 Teamwork and group work**

Development thrives where educators work in teams (Heystek *et al.*, 2008:187). Implementation of the IQMS, as CPD tool, depends on the effective functioning of groups or teams. Steyn and Van Niekerk (2002:113) state that using teams makes it possible to involve large numbers of people in decision-making which is the first step in building ownership and commitment. Educators working together become more efficient and professional and the quality of the learning produced is enhanced. The challenges experienced by the educators in the team are normally similar and the team members usually ask the same questions (Smith, 2003:210 as quoted in Heystek *et al.*, 2008:187). However, an important characteristic of a team is for collegiality to prevail. Little (1982:31) in her study of six schools identifies the value of collegiality when she concludes that ongoing professional development is at its best achieved when educators “engage in frequent, continuous and increasingly concrete and precise talk about teaching practice”. Team work forms the basis for self-development as it provides an opportunity for equals to share expertise and knowledge regarding the planning of content, methods, learning activities and assessment that will be used in their teaching (Heystek *et al.*, 2008:187). This results in educators returning to their respective schools with deeper insights and the realisation that educators from other schools also have problems (Heystek *et al.*, 2008:188 in quoting Bondesio & De Witt, 1991:279).

### **2.5.8 Clustering of schools and school visits**

Clusters refer to an arrangement where two or more schools that are in close proximity decide to work together and learn good practice from one another. District offices normally cluster schools. Schools that are academically sound are clustered with schools that experience challenges in terms of the provision of

good quality education. In some of these clusters, experts from district offices sometimes visit with the view to providing assistance. Heystek *et al.* (2008:189) writes that clustered schools can decide to write common examination papers for the cluster and also arrange for communal marking of the scripts. An opportunity is accorded to educators to mark scripts more meticulously and engage colleagues in discussions over the achievement of learners (Heystek *et al.*, 2008:188).

## **2.6 ADVANTAGES OF GOOD CPD PROGRAMMES**

Although individual satisfaction and/or financial gain spurs educators towards participating in CPD activities, it has a significant positive impact on educators' beliefs and practices, and the implementation of reform initiatives (Villegas-Reimers, 2003:19). The ultimate aim of education is to provide education of an excellent quality to learners. Quality education is made possible by excellent schools with dedicated educators who strive towards school improvement.

CPD programmes make staff members become knowledgeable regarding new developments and changes in their specialised fields and they become more willing to utilise new improved methods in practice. Day and Sachs (2004:22) write that CPD may be seen to be one of the following three imperatives:

- To align educators' practice with educational policies.
- To improve the learning outcomes of learners by improving educators' performance.
- To enhance the status of the teaching profession.

Villegas-Reimers (2003:19) is of the opinion that successful development experiences have a noticeable impact on the work of educators. Villegas-Reimers (2003: 20-23) quotes a number of studies to explain the advantages of ongoing professional development on learning in schools. These are the following:

- The more professional knowledge an educator has the higher the levels of achievement (Villegas-Reimers, 2003:21 in quoting the National Commission on Teaching and America's Future, 1996 & 1997; Falk & Guzman, 1995).
- Development has an impact on educators' beliefs and behaviour (Villegas-Reimers, 2003:20 in quoting Cobb, Wood & Yackel, 1990; Franke *et al.*, 1997).
- Development models such as networking, School Improvement Plans and others strengthen educators' knowledge, skills and dispositions (Villegas-Reimers, 2003: 20 in quoting Youngs, 2001).
- Educators who participated in sustained curriculum-based development activities reported changes in practice that in turn were associated with significantly higher learner achievement (Villegas-Reimers, 2003:22 in quoting Darling-Hammons, 1999:32).

It is, however, important to note that a variable that must be considered when assessing the impact of development on educator practices and thus on learner achievement is whether educators are teaching a learning area or subject for which they were prepared to teach (Villegas-Reimers, 2003:23). Ingersoll, (2001:42) as quoted by Villegas-Reimers (2003:23) reports that requiring educators to teach classes for which they have not been trained or educated harms educators and learners.

## **2.7 ALLOCATION OF TIME FOR CPD**

Finding time for the implementation of CPD poses a challenge (Du Plessis *et al.*, 2007:105). Over the past sixteen years when working with the new curriculum, the IQMS and other new policy imperatives, the need for enough time for CPD has strongly emerged. Heystek *et al.* (2008:175) writes that the implementation of the IQMS has increased the workload of educators to such an extent that they cannot keep up with developments in their fields. Furthermore, educators seem unable to utilise the provision of eighty hours per year for CPD activities as stipulated in ELRC Resolution 1.

Developmental activities for educators take place when educators are supposed to be on holiday or even on weekends. Lessing and De Witt (2007:54) point out that in most cases CPD activities for educators are conducted after school hours, during weekends or school holidays. However, educators seem to resent this as they have other responsibilities and preferences compared to what they gain at these workshops (Lessing & De Witt, 2007:54). The expectations of educators are not met. According to Lessing and De Witt (2007:54) educators expected that they would be able to deal with Outcomes Based Education (OBE) and support learners with learning difficulties in an inclusive classroom. Regarding time allocated to CPD activities, Smith (2003:211) proposes that educators need to be given time for development activities within the regular working day. Heystek *et al.* (2008:175) suggest that the regular school day be restructured to allow the early release of educators on certain days, thus allowing them to attend to development activities. However, this needs thorough liaison with all stakeholders involved which includes parents, district officials, educator unions and community groups with a vested interest in education at the school. Heystek *et al.* (2008:175) hold that practical considerations such as transportation, care of learners after school, agreements with educator unions and expectations of district officials necessitate that prior and timely arrangements be made to avoid confusion and exposing children to danger.

Heystek *et al.* (2008:178) believe that learning opportunities as professional development should be “embedded” in the daily teaching activities. This provides for a shift from programmes where educators sit passively while an expert presents them with new ideas, or trains them on new practices (Heystek *et al.*, 2008:178). They furthermore quote Du Plessis (2007:107) when they argue that the time has arrived when ongoing professional development should be embedded in the daily activities of an educator and this will link this development to the day-to-day demands of teaching.

## **2.8 CONCLUSION**

The plethora of reform initiatives of the Department of Education, aimed at enhancing the education of learners at public schools hold benefits for educators

and learners. However, the challenges educators are exposed to in their journey of understanding and assimilating these reform initiatives do not go unnoticed. In implementing the afore-mentioned reform initiatives, it is imperative for the Department of Education to make available programmes that will ensure that educators, as the implementers of reform initiatives, do it to the best of their abilities. In so doing, educators are provided with opportunities to develop as per the provisions of the Norms and Standards of Educators (DoE, 2000), which stipulates that educators are lifelong learners.

Education reform initiatives should make provision for the developmental opportunities of educators, thereby ensuring their ongoing growth.

This chapter has reviewed the literature on a variety of aspects and has also outlined CPD in other countries. The specific countries are relevant because of their similar contexts.

The next chapter deals with the description of the research design and the methodology that was used in this study.

## CHAPTER 3

### AN EMPIRICAL INVESTIGATION

#### 3.1 INTRODUCTION

The previous chapter reviewed the literature on the experiences of educators in schools regarding their professional development. This chapter outlines the research design and methodology employed in conducting the current study. This study was undertaken in the qualitative research paradigm because I wished to describe and understand the experiences of educators regarding their own Continued Professional Development (CPD). This chapter provides a description of the design and methodology that were followed in carrying out the study. Furthermore, it commences with explaining the objectives of the research, followed by the research design, the research methodology and the selection methods that were utilised to select the participants. I also explain the reasons or motivation for selecting the said procedures, including the research questions and methods for data analysis. Included in this chapter are the ethical issues that were taken cognizance of for this study. The limitations of the study conclude the chapter.

#### 3.2 RESEARCH OBJECTIVES

This study has as its purpose to determine, describe and understand the challenges relating to the experiences of educators at schools regarding their professional development. Experience is a familiar and well-used source of knowledge; however, two people will have very different experiences of the same situation (Ary *et al.*, 2002:2).

#### 3.3 RESEARCH DESIGN AND METHODOLOGY

Bogdan and Biklen (1998:49) write that research design is a reflection of the intentions of a researcher in proceeding with the proposed research, while it is the view of Macmillan and Schumacher (2001:31) that “the purpose of a research



design is to provide, within an appropriate mode of enquiry, the most valid accurate answers possible to research questions”.

### 3.4 QUALITATIVE RESEARCH PARADIGM

This study utilises a qualitative research paradigm in line with what Creswell, (1994:1-2) defines as an inquiry process of understanding a social or human problem based on building a complex, holistic picture which is formed with words, reporting the detailed views of informants in a natural setting. Creswell (1994:162) furthermore argues that the data emerging from qualitative research is descriptive in nature. Niewenhuis, in Maree, Creswell, Ebersohn, Eloff, Ferreira, Ivankova, Jansen, Niewenhuis, Pietersen, Plano Clark and Van der Westhuizen (2007:50) says that people often describe qualitative research as research that attempts to collect rich descriptive data in respect of a particular phenomenon or context with the intention of developing an understanding of what is being observed or studied. Furthermore, qualitative research, according to Maree *et al.* (2007:51) is concerned with understanding the processes and the social and cultural contexts which underlie various behavioural patterns and is mostly concerned with exploring the “why” questions of research. It typically studies “people or systems by interacting with and observing the participants in their natural environment (*in situ*) and focusing on their meanings and interpretations (Maree *et al.*, 2007:51 quoting Holloway & Wheeler, 1996). Qualitative researchers enter the natural field of the participants and have direct contact with them during interviews.

The study is based on a qualitative rather than a quantitative paradigm because it is narrative in nature rather than statistical. The data collected takes the form of words rather than figures. Qualitative research focuses on describing and understanding phenomena in their occurring context (natural context) with the intention of developing an understanding of the meaning(s) imparted by the respondents, according to Maree *et al.* (2007:51). Thus the phenomenon can be best described in terms of its meaning to the participants.

Educators were interviewed in line with Creswell (1994:162), noting that the data comprises the experiences of people in the form of a description using words. Qualitative methodology is a focus on the real-life experiences of people. The methodology allows the researcher to get to know the respondents personally. In this research I collected data from the educators in their natural setting, namely the school.

A qualitative research methodology was chosen because of the characteristics of the paradigm as identified by all the authors quoted above.

### **3.5 THE NATURE OF ENQUIRY IN THE STUDY**

This study is based on an interpretivist perspective, since it attempts to “understand phenomena through the meanings that people assign to them” (Maree *et al.*, 2007:59). Interpretivist researchers begin with individuals and set out to understand their interpretations of the world around them (Cohen, Manion & Morrison, 2005:23). Knowledge is not only constructed by observing phenomena, but also by descriptions of the intentions of people as well as their beliefs, values, reasons, meaning-making and self-understanding (Henning, 2004:20). Interpretivism is based on the assumption that there is not one reality but many, and thus interpretivist researchers carry out their studies in natural contexts to reach the best possible understanding according to Maree *et al.* (2007:37). Central to interpretative and naturalistic inquiry is the notion that reality is viewed from the perspective of the researched, and that the setting must not be disturbed by the presence of researchers (Cohen, Marion & Morrison, 2007: 27).

### **3.6 PHENOMENOLOGICAL RESEARCH DESIGN**

There are many variants of qualitative, naturalistic approaches (Jacobs, 1987; Hitchcock & Hughes, 1995 as quoted in Cohen, Manion & Morrison, 2005:23). In this study a phenomenological research design has been employed, since I describe the meaning of a lived experience of a concept by several individuals in line with Ary *et al.* (2002:447); they point out that a phenomenological study is designed to describe and interpret an experience by determining the meaning of

the experience as perceived by the people who have participated in it. The subjective experience is at the centre of the inquiry (Ary *et al.*, 2002:447). In its broadest meaning phenomenology is a theoretical point of view that advocates the study of direct experience taken at face value; and one which sees behaviour as determined by the phenomena of experience rather than by external, objective and physically described reality (English & English, 1958 as quoted by Cohen, Manion & Morrison, 2005:23). The aim of this research through the use of the afore-mentioned research design is to transform the lived experience into a description of “its essence — in such a way that the effect of the text is at once a reflexive reliving and reflexive appropriation of something meaningful” (McMillan & Schumacher, 2001:36).

### **3.7 PARTICIPANTS AND SAMPLING**

Sampling refers to the “process used to select a portion of the population for the study” (Maree *et al.*, 2007:79). Furthermore, qualitative researchers often make use of purposive sampling procedures instead of probability sampling which leans more to the quantitative research approaches (Maree *et al.*, 2007:79). This study employs purposive sampling procedures since the participants are “selected because of defining characteristics that make them holders of the data needed for this study” (Maree *et al.*, 2007:79). Furthermore, I selected sites and individuals for the study because they could purposefully inform an understanding of the research problem and central phenomenon in the study (Creswell, 2007:125). The findings from this particular study will not be generalised. The groups of educators at the sampled schools who participated through their involvement in the open-ended interviews are discussed next.

#### **3.7.1 Participants**

The following groups of educators were the participants from the three sampled schools; the reasons for selecting these categories of educators are provided later in this chapter:

- Two post level 1 educators, one in the Foundations Phase and one in the Intermediate Phase.

- Two Heads of Department, one in each of the above-mentioned phases.
- Principals.

### 3.7.2 Convenience sampling procedure

This study employed a convenience sampling method to determine the participants because of the fact that it is less costly. A convenience sample is a group of subjects selected on the basis of being accessible according to McMillan and Schumacher (2001:175). Although this type of sampling made it easier to conduct the research, I kept in mind the limitations to the generalisability of the findings. However, this does not entail that the findings are not useful but caution should be exercised when generalising findings (McMillan & Schumacher, 2001:175). This research does intend to generalise the findings but to better understand the relationships that may exist. The results of this study are valid for educators or schools having contexts similar to the sampled ones. The findings will not be rejected (McMillan & Schumacher, 2001:175) but will be limited to the type of subjects in the sample.

The participants in this study were principals, Heads of Department (HODs) and post level 1 educators of primary schools in Mamelodi-West. A detailed list of the participants in the sampled schools follows.

	<b>Principal</b>	<b>HOD Foundation Phase</b>	<b>HOD Intermediate And Senior Phase</b>	<b>Educator Foundation Phase</b>	<b>Educator Intersen Phase</b>
School A	1	1	1	1	1
School B	1	1	1	1	1
School C	1	1	1	1	1
Totals	3	3	3	3	3
<b>Grand total of participants</b>			<b>15 educators</b>		

### 3.7.3 CODING THE PARTICIPANTS

For the purpose of hiding the identities of the participating schools as well as the educator members taking part in this study, I used codes. The participants,

especially the HODs, objected that I was using codes that would identify them in the end. They believed that since there were only two HODs, one in the Intermediate and one in the Foundation Phase, it might compromise their anonymity. Therefore the following codes that would ensure anonymity were used:

- Schools were coded as school A, school B and school C.
- The principal of school A is referred to as the principal of school A, while the principals of school B and school C are referred to as the principal of school B and C respectively.
- The HODs from school A are referred to as HOD 1 and 2, while the HOD of school B is referred to as HOD 3 and 4 and the HODs of school C as HOD 5 and 6.
- The code name EDU-F is used for the Foundation Phase educators. The educators from the Foundation Phase at school A are referred to as EDU-F 1, while the educators from schools B and C are referred to as EDU-F 2 and EDU-F 3 respectively.
- The code name EDU-S is used for the Intersen Phase educators. Here the educators from the Intersen Phase at school A are referred to as EDU-S 1, while the educators from schools B and C are referred to as EDU-S 2 and EDU-S 3 respectively.

#### **3.7.4 Getting access to the participants**

Permission to undertake the research in the target community was viewed as the first and crucial stage (Cohen, Manion & Morrison, 2005:53). Permission was requested in writing from the following authorities:

- Gauteng Department of Basic Education (GDBE) through the Tshwane South District Office.
- The school principals and school management teams of the sampled schools. The principals are seen as official gatekeepers who deny or allow access to their institutions.
- The School Governing Bodies of the sampled schools.

- The educators who form part of the sample employed at the sampled schools.

The times during which the participants would be involved in the study were discussed and determined by mutual agreement.

### **3.8 DATA COLLECTION**

McMillan and Schumacher (2001:408) write that “most interactive researchers employ several data collection techniques in a study, but usually select one as the central method”. They furthermore stipulate that these multi-method strategies permit triangulation of the data across inquiry techniques and the different strategies may yield different insights about the topic of interest and increase the credibility of the findings (McMillan & Schumacher, 2001:408). In the current study I used interviews and document analysis as data collection procedures. In-between the interview and document analysis I constantly made field notes. Data appearing in print only is not necessarily trustworthy and this informed me to use interviews together with document analysis. The two forms were used because I aimed to establish the following:

- How the educators at the sampled schools experience CPD by using interviews.
- Whether the data elicited through the interviews correspond with the information as captured in the professional development documents of the sampled schools by using document analysis.

Next I elaborate on the two selected data collection methods as well as the use of field notes.

#### **3.8.1 INTERVIEWS**

Merriam (1998:71) is of the opinion that interviews are used in situations in which the researcher tries to ascertain what is in the mind of another person. According to Maree *et al.* (2007:87) the aim of qualitative interviews is to “see the world through the eyes of the participant” and to extract rich descriptive data that will

assist in understanding the participants' construction of knowledge. In this study the description of the experiences of the participants regarding CPD needed to be ascertained. The use of interviews is seen as generating knowledge between humans, often through conversations (Kvale, 1996:11 as cited by Cohen, Manion & Morrison, 2005:267). Furthermore, Cohen, Manion and Morrison (2005:267) argue that "interviews enable participants – be they the interviewers or interviewees – to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view". An interview also allows the interviewer to probe more deeply following the response by an interviewee to a question. The posing of open-ended questions during the interview allows the researcher to gather data that could lead to a textural description and structural description of the experiences and ultimately provide an understanding of the common experiences of the participants (Creswell, 2007:61).

In this study open-ended interviews were used to elicit responses concerning CPD from the participants. These interviews took the form of a conversation with the intention that I explored with the participant her or his views, ideas, beliefs and attitudes about CPD. A set of predetermined open-ended questions on an interview schedule was developed to guide me during the interviews, and these questions guided the participants in sharing their experiences regarding CPD with me. Open-ended interviews were selected because of their inherent characteristic of permitting a free response from the participants from their frames of reference (Ary *et al.*, 1990:418). The interviews were less controlled by the interviewer allowing the interviewees space to voice their opinions. Open-ended interviews allow the respondents to answer the same questions, thus allowing increasing comparability of the responses (Cohen, Manion & Morrison, 2005:271). The questions were asked in the same order to all the participants, as McMillan and Schumacher (1993:426) believe that this reduces interviewer bias. I used probing in cases where the interviewee responded in such a way that probing was necessary. The following groups of educators were interviewed:

### **3.8.1.1        *Principals of the sampled schools***



This sample of participants provided information regarding their roles in the CPD of their respective staffs. They also provided data pertaining to their own CPD. This generated information that made it possible to determine if they or the Gauteng Department of Education through the Districts are responsible for CPD. The interviews also provided me with opinions or views of principals pertaining to the reasons to do CPD. These reasons were based on the IQMS as well as the National Framework for Teacher Development. I also gathered information from principals pertaining to the opinions and views regarding development as gaining knowledge, skills, self understanding as well as a prerequisite for change.

### **3.8.1.2        *Heads of Department of the sampled schools***

Interviews with this sample of participants provided information about the participants' views about their own CPD. This includes how they participate in the CPD of their subordinates. Here I looked at the ways in which HODs implement CPD in their phases. The interviews provided information regarding opportunities for CPD that the HODs received through district workshops in terms of the implementation of the curriculum. I also requested the HODs to share with me the challenges they experience in terms of implementing the curriculum and the support they receive from the district office. HODs were also interviewed about the types of reform opportunities they received from the District and principal of the school.

### **3.8.1.3        *Post level 1 educators at the sampled schools***

These sampled educators provided me with information about their own CPD. It includes the people who play an important role in their CPD. They provided data pertaining to the roles that the Heads of Department (HODs) play in their development in terms of issues such as induction, mentoring and so on. The interviews also provided information regarding the CPD of educators relating to curriculum development opportunities in the form of workshops and meetings that are provided by the district offices. The educators shared with me their experiences relating to the success or failure of the support they receive from either the HODs or the district. Educators were accorded an opportunity to share



with me their challenges regarding the implementation of the curriculum. The interviews also provide information regarding the reform types that are used in the CPD of the educators and their effectivity.

The principal at each of the sampled schools in Mamelodi was requested to provide a venue at the school where the interview could take place in privacy. Thus the interviews took place at the sampled schools. I explained the purpose of the interview to all the participants prior to conducting the interview.

The interviews were audio-taped with handwritten notes supporting the recordings. The purpose of the audio recordings was to serve as backup to the responses of the interviewees. The use of the audio recorder was discussed with the participants prior to it being used.

At the conclusion of the interview session I summarised the interview session, allowing the interviewee an opportunity to mention anything regarding the interview. I deemed it imperative to thank the interviewees for their participation, and promised them an electronic copy of the final results of the study.

### **3.8.2 Document analysis**

There may be other sources of data that could provide valuable information regarding the research problem under study. These other sources may consist of records that are maintained on a regular basis by the organisation where the research project is taking place. The study of these documents may provide some information on the phenomenon that is being investigated. Henning *et al.* (2004:99) argue that even though the collection of documents and other artifacts is often neglected in qualitative research, they are a valuable source of information if available. Any document, old or new, whether in printed format, handwritten or in electronic format that relates to the research question may be of value (Henning *et al.*, 2004:99). The analysis of these documents may provide information that fills the gaps that are left open by interviews (Henning *et al.*, 2004:100). These documents are referred to as official documents for the purpose of this study (Johnson & Christensen, 2004: 192).

In this study the training manuals that educators receive from educator development workshops, such as IQMS training, were examined to determine firstly if the schools received these manuals and secondly if these manuals are put to use in the schools. Furthermore, the development approaches of the institutions were scrutinised, with the ultimate aim of determining if educator development plans are in line with policy. Departmental Circulars, District Memoranda and Government Gazettes pertaining to the professional development of educators were also examined. The purpose of studying these was firstly to shed light on whether the school does have the applicable documents and secondly to determine whether these documents inform professional development practices at the sampled schools. I also deemed it important to examine District memoranda to check whether the school was invited to refresher courses regarding IQMS and developmental workshops. The logbook of the schools was scanned to ascertain whether the District Officials visit the school with a view to assisting the school with staff development issues. All visitors to the school should enter their details and purpose of visit in the school's logbook and the researcher checked if there were indeed developmental visits by departmental officials to the sampled schools. Regarding submissions, the sampled schools' submission books were also examined to check if the school submits educator development documents to the district in time. Documents such as the SIP and IQMS scores fall in this category. The submission of the SIP to the District would inform the formulation of the DIP which includes the sampled schools' educator development needs — only if the school has submitted the aforementioned SIP.

Other documents that were examined include the IQMS Master Files. These files are supposed to contain important documents relating to the development of educators at schools. The files include documents such as PGPs of educators, lists of DSGs, minutes of meetings of the DSGs and SDTs. The examination of these documents proves whether the said meetings indeed took place and whether educator development was discussed in these meetings. It also informed the researcher on the existence (through democratic elections) and functioning of structures such as DSGs and SDTs.

The Whole School Development Plan (WSD) of the sampled schools was examined to ascertain if educator development plans had been captured. In this respect the researcher aimed at ascertaining whether the educator development was indicated in the document and if a budget was allocated for it.

### **3.8.3 Field notes**

In the current study I made field notes during the interviews. These included the behavioural patterns of participants. There is a need for highlighting the importance of taking field notes by the researcher during the periods of data gathering as it is rightfully put by Hittleman and Simon (2002:148). I made field notes while observing the participants during interviews. The notes included information pertaining to the descriptions of the behaviour of people, interpersonal relationships, places, activities, conversations as well as the feelings or impressions of the researcher (Ary *et al.*, 2002: 431). These notes, according to Hittleman and Simon (2002:148), supplement the information that was acquired during the interviews and the document analysis. The field notes were edited immediately after the interviews and my comments were marked as Researcher's Comments (RC).

### **3.9 DATA ANALYSIS**

In this study the words and actions of the participants were carefully analysed. McMillan and Schumacher (2001:466) describe qualitative data analysis as primarily an inductive process of organising the data into categories and identifying patterns (relationships) among them. According to Maree *et al.* (2007:37) "researchers in the interpretative (naturalistic) paradigm mostly prefer inductive data analysis which is more likely to help them identify the multiple realities potentially present in the data".

The initial step in the analysis of the qualitative data in the current study was that I immersed myself in the data with an aim of becoming familiar with the collected information (Maree *et al.*, 2007:296).

The texts from the interviews were transcribed by me by typing them. The audio recordings were transcribed into text after listening to them again and again. These transcriptions (text from audio recordings and interviews as well as the observational notes) were then analysed manually. In analysing them I took apart words, sentences and paragraphs which were deemed to be important for a specific aspect of the study in order to make sense of the data (Henning *et al.*, 2004:127; Maree *et al.*, 2007:296). In order to achieve the afore-mentioned, I organised, reduced and described the data. By doing so, I divided the data into smaller and more meaningful units in order for it to be classified to examine the similarities, regularities, variations, peculiarities, correlations, relations and the formation of patterns (Henning, 2004:129). This is referred to as “coding” or “categorising” (Henning, 2004:128 when quoting Dey, 1993 and Miles & Huberman, 1994). Classifying data is an integral part of data analysis since it lays the conceptual foundations upon which interpretations and explanations are based (Henning, 2004:129). McMillan and Schumacher (2001:466) write that it is almost impossible to interpret data unless one organises the data into categories. Furthermore, the researcher made use of comparisons to build, refine categories, to define conceptual similarities and to discover patterns (Henning *et al.* 2004:127; Merriam, 1996:179). This entailed that I grouped together words and actions that were of a similar nature to form a category.

### **3.10 THE ROLE OF THE RESEARCHER**

In this project I put aside what I knew about the topic, thus allowing the interviewees to respond to questions openly and as freely as possible.

I applied continued ethical qualities when I was a good communicator who listened to the responses provided by the participants. This was done in line with Merriam (1998:23) who holds that the qualitative researcher must be a good communicator, empathising with respondents, establishing rapport, asking good questions and listening intently.

My functional role entailed transcribing and analysing the data in terms of the established categories. I also fulfilled the role of compiling and designing the

open-ended questions and arranging for permission from all the relevant authorities, including the participants. I wrote letters requesting permission to conduct the study in line with Creswell (1994:147) who writes that it is important to gain access to research or archival sites by seeking the approval of “gatekeepers”. Application for ethical clearance was submitted to the University of Pretoria’s Ethical Clearance Committee. This was done before this study commenced.

Furthermore, since I was involved in rigorous experience with the participants, it was necessary to continually recognise participant bias, values and personal interests with regard to the research topic and process (Maree *et al.*, 2007:296 citing Creswell, 2003).

### **3.11 ETHICAL CONSIDERATIONS**

Most ethical situations require researchers to determine situational priorities that frequently involve discussions with participants (McMillan & Schumacher, 2001:412). This entails promoting what is good, respectful and being fair. Ethical guidelines include, but are not limited to, informed consent, deception, confidentiality, anonymity, harm to subjects and privacy (McMillan & Schumacher, 2001:420). In conducting this empirical study, I obtained clearance from the ethics committee because the study involved human participants. Throughout the study I was guided by ethical guidelines. Researchers should strike a balance between the demands placed on them as professional scientists in pursuit of the truth and their subjects’ rights and values which are potentially threatened by the research (Cohen, Manion & Morrison, 2005:49).

Ethical guidelines also informed me to seek permission from the Gauteng Department of Education (GDE) to conduct the research. The application forms for such were completed and forwarded to the head office and permission to conduct the research was granted. Since this research involved working with human participants, the following ethical considerations were followed:

### **3.11.1 Informed consent and voluntary participation**

McMillan and Schumacher (2001:421) write that many researchers view informed consent as a dialogue whereby each participant in the study is informed of the purpose of the study. Informing participants was done in such a way that it encouraged free choice participation. According to Cohen, Manion and Morrison (2005:51) the principle of informed consent arises from the subject's right to freedom and self-determination. Informed consent implies informed refusal, as Cohen, Manion and Morrison (2005:51) put it. In this study, consent from the subjects to participate voluntarily was sought. Even when I used the tape recorder to document interviews, the permission of the participants was obtained. Participation letters were provided to all participants detailing that I sought their voluntary participation and that they should provide informed consent.

### **3.11.2 Confidentiality and anonymity**

In the current study the participants as well as their institutions were allocated pseudonyms to protect their anonymity. Participants were also ensured that all the information or data collected would be treated confidentially. I worked in line with what McMillan and Schumacher (2001:421) when they state that "participants should not be identifiable in print". Furthermore, my role was to perform the responsibility of "protection of the participants' confidences from other persons in the setting whose private information might enable them to identify them and protection of the informants from the general reading public" (McMillan & Schumacher, 2001:421).

### **3.11.3 Deception, privacy and empowerment**

Participants were ensured that they would not be deceived. Their real names were not used in this study. The participants were ensured that they would receive, upon conclusion of the study, the findings of the study in electronic format. I took all reasonable measures to honour all commitments made to the participants.

### 3.12 CREDIBILITY AND TRUSTWORTHINESS

Ary *et al.* (2002:451) are of the opinion that validity in qualitative research concerns the accuracy or truthfulness of the findings. They furthermore write that the term most frequently used by qualitative researchers to explain this characteristic is credibility. The credibility of the current study was enhanced firstly through data triangulation, where a variety of data sources was used; secondly method triangulation was used (Guba & Lincoln, 1999:147; Ary *et al.*, 2002:452). Interviews, document analysis and field notes were employed as data sources in this study. The different procedures were carried out in collaboration with the different data sources (Ary *et al.*, 2002:452). Maree *et al.* (2007:41) refers to the practice of making use of multiple methods of data collection and analysis to facilitate the trustworthiness of the study.

I also made use of member checks, where the data and findings are verified by respondents other than the ones who were originally involved in the study (Merriam, 1998 as quoted in Maree, 2007:38; Guba & Lincoln, 1999:147; Ary *et al.*, 2002:452). Member checks or participant feedbacks provide the opportunity to the participants of the study to critique and review the field notes for accuracy and meaning in order to eliminate miscommunication as well as to identify inaccuracies and help to obtain useful data (Ary *et al.*, 2002:453).

Transferability refers to the degree to which the findings of a qualitative study can be applied or generalised to other contexts or groups (Ary *et al.*, 2002:454). The limitations of the current study are dealt with under the relevant section of this chapter.

An audit trail was kept during this study to ensure dependability. The audit trail provides a “mechanism by which others can determine how decisions were made and the uniqueness of the situation” (Ary *et al.*, 2002:455). Regarding the aforementioned, I kept thorough notes and records of activities.

### **3.13 LIMITATIONS AND DELIMITATIONS**

The study was limited to primary schools in the township of Mamelodi and more particular in the western side of the township. Secondary schools in the area were excluded since the study was limited to primary schools. The focus of the study was the sampled primary schools in the area and the participants were restricted to principals, Heads of Department and post level 1 educators. The study did not include deputy principals since these schools had none of them. This proved to be a limitation. Furthermore, this study employed a qualitative research paradigm with a strong reliance on interviewing a selected number of participants and document analysis as data collection vehicles. More participants could have been reached through questionnaires in a quantitative paradigm.

The findings of this study cannot be generalised to, for example secondary schools or even primary schools with different settings as compared to the ones in the current study. Therefore a study employing a qualitative research paradigm on the challenges experienced by educators in secondary schools regarding their CPD is recommended.

### **3.14 CONCLUSION**

This chapter outlines the objectives of the study which are followed by the research design, research methodology and the selection methods used to select the participants for the study. It includes the motivation for conducting the study. The motivation includes reasons for choosing the said selection methods. Later in the chapter, I allude to the ethical issues adhered to in the current study. Lastly the limitations of the study are dealt with.

The next chapter presents the stories that emerged from the field.



## CHAPTER 4

### THE PRESENTATION OF STORIES EMERGING FROM THE FIELD

#### 4.1 INTRODUCTION

Chapter 3 presented a thorough description of the research design as well as the research paradigm that was used in the current study. This chapter presents the data captured by using the indicated methodologies. The code names for the schools and participating educators as mentioned in Chapter 3 are used. The stories that emerged from the field are a result of determining and describing the experiences of educators with a view to understanding their challenges in terms of their professional development. Therefore the experiences, views and opinions of the principals, heads of department and educators form the focus of the presented data. McMillan and Schumacher (2001:466) state that “it is almost impossible to interpret data unless one organises the data collected into categories”. The categories or themes presented in this chapter present an interpretation of the responses of the participants. However, the analysis of documents reveals whether the stories as presented by the participants could be true.

#### 4.2 THE THEMES THAT GRADUALLY EMERGED FROM THE DATA

The themes emerged from the data obtained from direct transcription of what the participants said about their experiences.

##### 4.2.1 Perceptions of the importance of CPD

Through collecting data in the sampled schools I was made to believe that the participants had no difficulty in providing the meaning of CPD. The participants had a limited but very significant understanding of CPD. They believe that CPD is important and necessary because of the curriculum. The new curriculum necessitates that educators be developed and empowered to deal with curriculum change and provide improved results in our schools. The National Curriculum Statement (NCS) is referred to by the participants as ever changing. Another participant added the dimension of *the improvement of one's*

*qualifications* to the former definition or meaning of CPD. A participant at one of the sampled schools agreed by saying that CPD refers to the improvement of qualifications through the attendance of workshops, for example. He underscored the importance of his argument by saying that education in our country is always changing and educators have to align themselves to these changes on an ongoing basis. The importance of learning areas taught by the respective participant was highlighted by some participants mentioning that CPD has to do with *the improvement of the understanding of the learning area(s) that they teach as well as the betterment of teaching methods*. I viewed it as important to note that a participant who is a HOD mentioned that all CPD activities have one main objective which is *the improvement teaching and learning in our schools*.

CPD, according to a participant who is a principal at school B, *is a process whereby educators are empowered while the curriculum is offered*. In this process *new methods, techniques and approaches are learnt that will assist in creating an environment that is conducive to teaching and learning*.

#### **4.2.2 Mentoring**

Mentoring is used at the sampled schools as a tool to develop educators. Participants understand what the developmental tools mean for the school. The educators in all three sampled schools use mentoring as a tool to develop one another. As a matter of fact, all the participating schools implement mentoring and induction although in ways that differ from one another. The principal of school B mentioned that mentoring is a *management function which involves assisting* educators who are not able to cope with a particular responsibility in terms of the performance standards of the IQMS. Through the lens of the principal of school A, mentoring entails the assignment of a more experienced educator to a new educator regarding the professional duties of the latter. The experienced educator, according to the view of the principal of school C will *show the new educator how things are done at a particular school*. The HOD of school B is of the opinion that mentoring entails that a new educator is assisted to put him or her on board regarding what is expected of him or her. However, the same HOD mentioned that she was not mentored when she was appointed in her

current position. This HOD stated that “*most of the time principals don’t induct or mentor us as the HOD*”. She continued by saying, *I think they took it as long as you apply for the post you know what is expected from you*. Induction occurred in school A, where the sampled educator on post level 1 mentioned that her HOD showed her everything from planning in the three file system.

### 4.2.3 Induction

It emerged from the collected data that all participants know what induction entails. The principal of school B clearly put it that induction refers to *the introduction of newly employed educators to the professional system*. It is evident from the data collected that principals, although they implement induction, have not attended such opportunities. The principals of the sampled schools stated that *there was no induction or orientation*. Even the District did not introduce these managers to the system. The principals were basically left to their own devices. Principals are burdened with new responsibilities such as financial management. However, these principals do implement induction programmes as they view them as an important aspect of CPD. During this process educators are introduced not only to the staff members but to *the extra and co-curricula that are presented by the school*. During this process the educator is *supplied with enough teaching and learning materials*.

The educators are oriented by their respective principals or HODs. The HOD of the intermediate and senior phase at school B mentioned that their induction normally happens at the beginning of the term. However it was found through the collection of data that this educator attended an induction programme at her former school only. This was *presented by her former district*. At the institution where she currently teaches she was introduced to the staff and learners only. The HODs of school C were both introduced by the principal. She showed them their duties and how to attend to them. At school A the principal played a pivotal role in the induction of the HODs.

#### 4.2.4 Workshops, courses and meetings

It emerged from the data collected through interviews that meetings, courses and workshops are the main vehicles through which CPD happens in the sampled schools. In very few instances the data indicated that external stakeholders take part in the CPD of educators. This is evident when a HOD mentioned that *publishers of school textbooks normally provide training in the use of resources bought from their company*. The principal of school C stated that partner schools often *assist* with educator development. This school is very fortunate in the sense that they receive assistance from outside the country.

Clustering refers to the grouping of schools from advantaged and disadvantaged communities where educators share best practices. Resolution 8 of 2003 provides for the empowerment of the principal of school C. Her peer on the DSG, also a principal, is responsible for developing her professionally. Clustering of schools is beneficial to educators in terms of CPD, especially the implementation of NCS. From the data it emerged that the RNCS and thereafter the NCS training which is provided by the service providers appointed by the Gauteng Department of Education, is not sufficient for dealing with the mentioned policy statements. The training happens over the period of a week during which educators are supposedly on school vacation. This necessitates that clustering be seen as important by educators since it is at these cluster meetings that educators come to understand NCS better. It also emerged that no follow-ups were made by the service providers who presented the NCS training.

HODs normally have learning area meetings between once per week and four times per term. These meetings facilitate discussions on issues such as planning, preparation, ways of assisting learners with learning difficulties, educational excursions, assessment, attendance of workshops, reading of Departmental Circulars and District Memoranda. From the interview with an educator at school A it emerged that through these meetings *they are upgraded and updated*. As mentioned elsewhere in this chapter, educators attending learning area or phase meetings are normally empowered to develop regarding the NCS. This was evident when an educator at school C mentioned that in these meetings *the HOD*

*or principal usually tells us about learning outcomes and question papers.* It furthermore emerged that educators do benefit from the meetings conducted in each phase or learning area. The HODs at the sampled schools provide feedback or follow-ups to educators. In some instances the “urgency dictated” the follow-ups or feedback as a HOD of school C mentioned. However, it is the norm for follow-up or to provide feedback within a week, as stated by the HOD of the Foundation Phase at school A.

#### **4.2.5 The role and the importance of the principal in CPD**

In the preceding paragraphs it was evident that the principals and HODs play an important part in the CPD of posts level 1 educators at the sampled schools. In this part of the chapter I elaborate on the role of the principal in the CPD of educators. Not all principals in the sampled schools play a pivotal role in the development of their subordinates. An HOD at school B stated that she plays a role in her own development. However, this does not entail that no one else contributes to her development. She mentioned that *the Department of Education, through the District, colleagues at work also contribute*”. Her colleagues at work may also include her principal.

The HOD at school A pointed out that her principal fulfils the role of a leader who *supervises and encourages us and keeps us informed*. This statement also emerged from the HODs at school C, who mentioned that *the principal is always available to attend cluster meetings as well as learning area meetings since she is also a learning area educator*.

#### **4.2.6 The role of the District in CPD at schools**

The principal of school B maintained that the District plays a role in the CPD of educators. According to him, Human Resource Management and the Development Unit within the District have put in place programmes to assist the school with the needs as identified in the SIP. Furthermore, the District has links with universities that are tasked with the responsibility of building the capacity of educators. The District arranges workshops for educators to be empowered with necessary skills and knowledge, as mentioned by the principal of school C. The

principal of school A, with twenty nine years experience as principal, was of the opinion that the workshops arranged by the District are less frequent. He added that they normally request assistance regarding curriculum matters from good performing neighbouring schools that possess special skills and knowledge. Publishers of books purchased by the school visit the school with the purpose of developing educators regarding the material that the school purchases from them. All three interviewed principals mentioned that NGOs and partner schools assist in the development of educators. The provision of assistance from the District was also mentioned when the HOD at school A responded by saying *yes, sometimes the facilitators come to the school to help with planning and assessment*. These facilitators are *pro-active and do follow-ups after checking the files of educators at the school*. She referred to the Learning Area Facilitators from the District who do school support visits.

#### **4.2.7 The relationship between IQMS and CPD in schools**

IQMS pose challenges as described by the participants of the current study. In this part I will outline the relationship between IQMS as stipulated in Resolution 8 of 2003 and the CPD of educators, according to the interviewed educators. Participants mentioned that IQMS indeed pose challenges for them as well as the schools they find themselves serving. One participant mentioned that educators have a tight schedule and sometimes cannot find time for IQMS. He furthermore mentioned that educators rather see the tool as a pay progression vehicle instead of a developmental tool. The principal of school C argued that apart from the time factor, there is a lack of understanding the IQMS policy and this leads to negative attitudes from *other staff members* towards IQMS. Adherence to time frames is another stumbling block because *there is a lot of pressure from other work*. However, she was of the opinion that pay progression motivates educators.

As mentioned elsewhere in this chapter, the District seldom assists schools in terms of the needs stipulated in the SIP. This became apparent when the principal of school B mentioned that as a good instrument, the developmental part of IQMS ensures that educators get empowered, thus leading to better delivery of the curriculum. In instances where the needs in the SIP are not

addressed, principals cannot develop issues related to *financial management and human resource management* which represent the core of management.

It became apparent that, although IQMS are seen as a non-working policy, participants benefit from it. Apart from an improvement in planning lessons, the principal of school A enjoys improved relationships with staff and others. The *leadership and management style, management and use of resources, human relations and financial management skills* of school C's principal have improved. According to the principal of school B, IQMS have empowered him to identify his weaknesses and strengths. Through IQMS he can now *deliver the curriculum successfully*.

The educators on post level 1 at the sampled schools are challenged by IQMS. The Foundation Phase educator in school A mentioned that *the IQMS are a tool used by the Department to develop educators*. Her statement was supported by an equal level appointee at school A who mentioned that *her DSG assisted her in planning, assessment and file arrangement*.

#### **4.2.8 The understanding of CPD policy imperatives by educators in schools**

The participating educators have knowledge about Resolution 8 of 2003. The process of IQMS is implemented at the respective schools. However, the data collected indicates that only the principals of school A and C know what the National Policy Framework for Teacher Education and Development entails. According to the principal of school A, it entails educator training and *continuous education*. A principal stated that this document talks *about the earning of developmental points to educators over a period of time*. The principal of school C was brief and only said that *it is about the development of educators*. The HODs and post level 1 educators at all the sampled schools do not know about this document.

Since the principals of all three sampled schools have limited knowledge about the legislative provisions of the said policy documents, the role of SACE as



captured in the documents will be added as a recommendation in the following chapter.

### **4.3 DATA EMERGING FROM THE DOCUMENT ANALYSIS**

In this part of the chapter I capture what emerged from the analysis of documents of the sampled schools. The principals of the sampled schools provided me with the schools' IQMS Master File, log book (school diary) and submission book. The analysis of these documents sheds light on whether the sampled schools do implement CPD policy imperatives such as IQMS.

The submission book of all the sampled schools indicates that these schools submit their SIPs to the District Office during the third term of each year. The schools use the template which is found in the training manual. Apart from the SIP and WSD Plan, the schools also submit the IQMS scores of all educators on the required form. This is done during the last term of the year.

On an analysis of the logbook, it became evident that all the school had visits from an external IQMS moderator. These visits took place between 2008 and 2009, with school B receiving a visit in the second term of 2008 and the remaining two sampled schools receiving visits towards the end 2009. There was no indication of visits by the District Human Resource Development Unit to any of the sampled schools. The only entries of the District Office were the ones of the Learning Area Facilitators. The visits were classified as "learning area support" during which educator files are checked. These logbook entries also stipulate that meetings were held with educators after the checking of files to discuss the findings and to provide support. The times of such meetings are not indicated and no minutes of such meetings were evident. One can only hope and wish that this was done after contact time but within the working hours of educators. On analysing the logbooks of the respective schools, it emerged that the visits by Learning Area Facilitators happened only during term one and three. The reports of the visits of these facilitators are kept in a file. The schools keep all Circulars and District Memoranda in a file.



I also analysed the IQMS Master File of each of the sampled schools. The content page of all the schools' files was similar. I believed that this was a template designed by the District. Upon checking these files it was evident that all the sampled schools have the IQMS structures as stipulated in Resolution 8 of 2003 in place. They are the SDTs and DSGs. In this file the schools have a section with all the PGPs of the educators. Upon reading through the PGPs of a few educators, since I had them in front of me, I discovered that in a very few educators' PGPs is there any mention of difficulties that sampled educators told me about during the interviews. The school IQMS management plans and District IQMS management plan are included in the files. School B has all the important dates highlighted. There were no minutes of the DSG meeting with the educator concerned. The only minutes that I picked up were the ones in school B where the SDT coordinator met with the staff to discuss the management plan. The exemplars A, B and C used to score educators are also included in the Master File.

The training manual for the IQMS is included in the Master File of each of the sampled schools.

None of the sampled schools had Whole School Evaluation done, be it internal or external. The empty forms are kept in a file. However, as mentioned with submitted documents, the WSD Plan is submitted for all the sampled schools.

Since the sampled schools have fewer than twelve educators, including the principal, I analysed the individual educators' IQMS files. The content of the files of the educators at school A, B and C contains a composite DSG list, PGP and Performance Standards forms which are not fully completed. There are no copies of meetings held with DSGs. Instead, school C's educators have minutes of staff meetings where IQMS were discussed in their files. Resolution 8 of 2003 is also kept in the IQMS file of each educator.

#### **4.4. DATA EMERGING FROM THE FIELD NOTES**

The interviews took place in the staffroom of all schools with the exception of school A where they were conducted in the principal's office. Since the interviews took place outside teaching and learning time learners who made use of scholar transport were still at the school and they were a bit noisy. The telephone at school B kept on ringing, causing never ending disturbances. Throughout the interviews at the sampled schools it emerged that the educators at the schools have excellent interpersonal relationships and the answering of questions seemed genuine. The principals and their staffs at the schools never had a problem with my request to analyse the IQMS files of non-sampled educators. This indicated that there was nothing to hide from me. The sampled educators felt comfortable with me interviewing them. I basically had the trust of the sampled educators at all the schools.

When I informed the educators that our conversations would be recorded and serve as evidence, they wished to ascertain issues off the record. These included aspects that I had mentioned in my letter requesting permission, such as that no names would be mentioned in the study. A HOD at school A requested that I rather refer to her HOD and not HOD of a particular phase. I had to convince the educator that all proceedings would be anonymous.

#### **4.5 CONCLUSION**

This chapter deals with the data presentation in the form of themes which emerged from the field. The views of participating educators from the sampled schools were captured. The responses of the participating educators were reported verbatim. It can be deduced from the responses of the participating schools that CPD programmes are presented in their respective schools.

An overall finding is that principals as well as their SMTs need to be more vigilant about legislation regarding CPD as well as the implementation thereof for the sole benefit to the processes of teaching and learning.



The next chapter focuses on the analysis of the data as well as recommendations and the conclusion to the study.

## CHAPTER 5

### THE DISCUSSION OF FINDINGS, RECOMMENDATIONS, LIMITATIONS OF THE STUDY AND CONCLUSION

#### 5.1 INTRODUCTION

The previous chapter focused on the presentation of the data that emerged from the field. This chapter presents the discussion of the analysis and interpretation of the data collected from the educators in the three sampled schools. Thus it is based on the findings resulting from the empirical research. This chapter is the final chapter of the current study.

This dissertation consists of five chapters. The following is a brief of each chapter:

Chapter 1 outlines the introduction and rationale, elucidates concepts and provides the statement of purpose, research questions, research design and methodology, ethical considerations as well as the limitations and delimitation of the study.

Chapter 2 focuses on the literature review that has as its purpose to provide an understanding of Continuous Professional Development concepts and legislative provisions from a South African perspective to indicate a variety of CPD aspects and policy imperatives of these countries outside the borders of South Africa.

Chapter 3 presents the research design and methodology.

Chapter 4 is a presentation of the stories which emerged from the field. The stories or data was captured using the research design and methodologies as mentioned in Chapter 3. Therefore the chapter offers the analysis and interpretation of the empirical data gathered from participants.

Chapter 5 presents the findings emanating from the data analysis of this research. These findings are elaborated upon and at the end recommendations are made.

## 5.2 FINDINGS FROM THE REVIEW OF THE LITERATURE

The literature exposes the need for PD in educational institutions. This is evident when Villegas-Reimers (2003:7) writes that one of the key elements of reform initiatives is the ongoing development of educators. Earley and Bubb (2004:3) argue in favour of current legislative provisions when they write that one of the hallmarks of being identified as a professional is to continue to learn throughout one's career. This in turn motivates the role of an educator to be a lifelong learner (DoE, 2000:13).

It has furthermore been revealed in the literature that CPD refers to formal (attending workshops and meetings as well as mentoring) and informal (reading of professional publications) activities (Villegas-Reimers, 2003:11).

Lee (2005:41) points out that appropriate strategies should be used to determine which areas the educator lacks skills in. The literature or Resolution 8 of 2003, IQMS, reveals that the PGPs of educators are set to do the afore-mentioned (ELRC, 2003: 11 – 12).

Provision is made for educators to be held accountable if they do not deliver or perform according to agreed and set standards; according to The Department of Education (2007:20) the main objective of our schools is to ensure quality public education for all and to strive to improve the quality of teaching and learning constantly (Circular 18 of 2007).

The importance of having structures that deal with the CPD (formal and informal) of educators in schools is also exposed in the literature. The SDT and DSG are two structures that have to be in place for CPD to take place appropriately. Resolution 8 of 2003 reveals to educators how to establish these structures democratically. The DSGs should provide, amongst others, mentoring and support. The afore-mentioned policy imperative makes provision for programmes such as the PGP, SIP and DIP to facilitate the CPD of educators.

The literature reveals that another legislative document for the CPD of educators is the NPFTED which makes provision for educators to enhance their

competence and performance continually (DoE, 2007:3). The content of the PAM document (DoE, 1999) stipulates the importance of the principal's role for the development of staff training programmes, school-based, school-focused and externally directed and to assist educators, particularly the new and inexperienced ones in developing and achieving educational objectives in accordance with the needs of the school (DoE, 1999:10). The principal should ensure that all programmes to improve the quality of teaching and learning take place in South African public schools, according to Heystek (2008:151).

Although the CPTD, as stipulated in the NPFTED, acknowledges school-led programmes for the development of educators (DoE, 2007:18) the active involvement of principals is not explicitly explained. However, Steyn (2008:26) is of the opinion that principals play a key role in the effective implementation of educator development. The CPD activities in the CPTD system are endorsed by the SACE and educators undertaking a variety of these activities earn CPD points (SACE, 2008:5). The literature reveals that the CPD activities under the CPTD include professional duties such as attending meetings, workshops, seminars and conferences as well as professional development. It is envisaged that these CPD activities take place outside school hours. Furthermore, the literature study has exposed a plethora of CPD activities that include courses, demonstrations, peer observations, mentoring, induction, job rotation, coaching, teamwork, clustering and school visits. These CPD activities have as their objective to improve the learning outcomes of learners by improving the educators' performance (Day & Sachs, 2004:22). However, the literature review has also revealed that policy makers and education managers "abandon outmoded approaches to staff development and invest in more 'practice-based' approaches to professional learning" of educators (Mundry, 2005:14).

It is through the review of the literature that challenges of CPD have been identified. Heystek *et al.* (2008:175) are of the opinion that the implementation of the IQMS has increased the workload of educators to such an extent that they cannot keep up with developments in their own fields of expertise. It is common knowledge with all educators that opportunities for CPD are presented when

educators are either on holiday or during weekends when they are supposed to be at home spending time with their families. Scholars agree that CPD activities should take place during the normal school day (Smith, 2007:211; Heystek *et al.*, (2008:178).

The responsibility of the District Office is also exposed in the literature. It has to collect all the SIPs from schools under its jurisdiction to compile a DIP (ELRC, 2003:5). This DIP is used to determine, develop, design and arrange CPD programmes in line with the needs of schools as identified in their respective SIP.

### **5.3 FINDINGS FROM THE EMPIRICAL RESEARCH**

#### **5.3.1 The importance of CPD through the lens of the participants**

The participants indicated that they have no difficulty in providing their perceptions of CPD. However, this understanding was limited to but significant for the purpose of the current study. Most of the participants, including the principals, indicated that CPD has as its purpose the improvement of educators' performance, acquiring and updating skills, and the induction and mentoring of educators. Some participants described CPD as the improvement of qualifications while others saw it as an improvement of the understanding of the learning areas that they teach as well as the improvement of teaching methods, especially in the light of the NCS. CPD had as its ultimate purpose the improvement or maintenance of a culture in which quality curriculum delivery should occur. Through the interviews it was established that the principals of all schools, with the exception of one, have a role to play in the CPD of HODs and educators. However, while checking the documents of the schools nothing could prove that such development is indeed taking place.

#### **5.3.2 The role of principals in the implementation of CPD in schools**

In terms of the reform types of CPD, the sampled schools indicated that firstly, mentoring and induction do take place. The participants furthermore indicated that they see mentoring and induction as important processes to empower

educators. I found that while the principal would mention that he or she mentors new or beginner educators, the interviews of his subordinates proved the opposite. This is evident when an HOD indicates that she has not had any mentoring since joining her particular school. It also became evident that this particular HOD shared her frustrations with other HODs and the result was that they too have not had mentors. Some would even state that the District instead of the principal played a role in their CPD. The scrutiny of the schools' documents proved that these schools do not have clear plans regarding the continuous development of educators. Developmental issues are a rare topic in meetings as indicated by HODs.

The manner in which the sampled schools implement induction and mentoring is generally the same and it is evident that schools view these two processes as pivotal, especially with newly appointed or beginner educators. Educators are not properly oriented or mentored in the sampled schools. One HOD stated that principals take it for granted that when an HOD is appointed the appointee knows the job; this can sometimes prove detrimental since if this appointee does not receive support, it may lead to the non-delivery of the all important curriculum. Support in the form of the appointment of a mentor is crucial for the provision of support to the new appointee or beginner educator.

It is evident that schools do make use of workshops, courses and meetings as a vehicle for the CPD of educators. The content of the workshops seems to be subject- or learning area-related issues. In most instances the District Office conducts the workshops. It is very rare for a school to organise its own workshops that would develop educators professionally. The frequency of meetings differs from one school to another. In one school a participant indicated that a learning area meeting is held once per week, whereas at another school it is held four times per term. It also emerged that through meetings and workshops educators are upgraded and updated.

Schools also make use of clustering. At these clustering meetings schools share expertise on issues pertaining to the provision of quality curriculum delivery. In one instance a participant mentioned that he was the cluster leader for



Technology and at cluster meetings he shared his expertise with other Technology educators in the cluster. It is important to note that the main purpose of the cluster meetings is to understand the NCS better in order for curriculum delivery to be efficient.

Participants indicated that they do receive feedback and there are normally follow-ups after meetings or workshops. However, the minute book was not available to verify if feedback was indeed provided to others at the schools. The participants stated that the District normally provides opportunities for follow-ups regarding courses and workshops which are presented by external and independent service providers. Feedback or follow-ups are normally something that does not occur since the service providers do not come back to them. The participants were referring to the NCS training which had been presented by a South African University.

Through the interviews it was established that principals and HODs do make some effort to empower educators although this is not evident in the documents of the school.

### **5.3.3 The challenges in the implementation of IQMS in schools**

The paperwork regarding IQMS was appropriate as I have mentioned in Chapter 4 of this study. According to this file all structures are in place. The schools have IQMS Master Files with content as mentioned in the previous chapter. However, through the interviews participants indicated that although they do implement IQMS as a vehicle towards CPD, there are countless challenges. All participants view the IQMS as a developmental tool. The following was stated as challenges:

- Educators choose their friends to serve on their DSG's in order for them to get high scores.
- SMT members (foundation phase HODs) who serve on DSGs of post level 1 educators raised concerns about having to spend a lot of time outside their class rooms and away from their learners for the sake of IQMS evaluations. These HODs do not have "free periods" in which they can do observations.

- Educators view the system as a pay progression tool only instead of coupling pay progression with the developmental aspect of the system.
- When schools employ new educators, especially educators who were not working in a school situation, the school has to workshop these educators.
- The District Office does not provide refresher training; therefore educators who misunderstand IQMS do not get an opportunity to be corrected
- Principals and HODs view IQMS as a developmental tool that benefits the school but raised concerns regarding the fact that they do not have enough time at their disposal to implement it properly.
- Developmental needs mentioned in the educators' PGP and eventually stated in the SIP sometimes do not receive the attention it deserves from the District Office.
- The SIP of the schools makes room for developmental workshops and requests from the District only. Nowhere have I found an entry on the SIP of a school that indicates the school as a responsible entity to develop the said educator.
- One participant was completely ignorant regarding IQMS. It was evident in the interview that this educator had had no training. He bravely mentioned issues relating to the School Based Support Team (SBST) affairs of the school when I requested him to elaborate on the IQMS. The SBST is a committee in schools that deals with learners with learning barriers.

#### **5.3.4 The role of the District in the CPD of educators at schools**

It is evident that the District Office plays an important part in the CPD of educators in schools, albeit in some schools it is minimal. Learning Area facilitators do conduct workshops in clusters, but at these clusters the District introduces a cluster leader who leads the proceedings while the facilitator listens. These workshops relate to the implementation of NCS, including planning and assessment. At these workshops educators raise concerns regarding challenges they experience at schools. These include ways of assisting learners with barriers to learning to cope in mainstream classes. A participant mentioned that the

District provides support to her school by sending specialists like educational psychologists to assist schools.

The participants indicated that the District does come back to schools regarding given issues but the response time needs to be revisited. Since the District responds infrequently, schools have to rely on the expertise of neighbouring schools or even those in their cluster.

When I scrutinised the logbook of the schools it was very difficult to find an entry from a District Official responsible for retraining educators regarding IQMS. The only entries I found were the ones made by the Learning Area Facilitators

### **5.3.5 Examples of good CPD programmes used in schools**

CPD programmes enable staff members to become knowledgeable regarding new developments and changes in their specialised fields and improve teaching methods in practice. A participant who is the principal of his school alluded to this statement when he stated that while an educator is acquiring knowledge and skills through CPD, he imparts or utilises the newly acquired skills and knowledge in the classroom while delivering curriculum.

As mentioned elsewhere in this study, CPD may serve the purpose of aligning the educators' practice with educational policies.

The clustering of schools proved to be a good CPD reform type for the schools since neighbouring schools with the necessary expertise are used "free of charge" to develop educators at schools. This is done in order for schools to improve the learning outcomes of the learners through educator performance improvement (Day & Sachs, 2004:22).

## **5.4 RECOMMENDATIONS**

Effective delivery of the curriculum does not happen in all schools. The important tool for this all important curriculum delivery is the educators. This emphasises the need for educators to be at their best when delivering the curriculum. This entails that they have to be empowered. Given the findings of the study, the

following recommendations are directed to the persons or organisations mentioned:

#### **5.4.1 Recommendations directed at the District Office**

The IQMS should be seen as a policy that will eventually lead to improved educators who can provide improved education to learners. This entails that continued training should be provided to educators in schools and this includes refresher training. Mestry, Hendricks and Bisschoff (2009:488) agree when they state that “the Department of Education should provide appropriate training for all stakeholders in order for IQMS to be implemented effectively in schools”. Principals should be developed annually to implement the IQMS effectively. Refresher training regarding IQMS should be presented in small groups. External IQMS Coordinators should be approved to visit the schools regularly. When schools submit their developmental needs as captured on the SIP, the District should make it a priority to respond in writing.

The workshops, meetings and courses conducted by the District should be more frequent. District officials should visit schools to ensure that the content of workshops, meetings and courses are fully understood and implemented.

Visitation of schools by learning area facilitators and other district officials should happen more frequently. It is recommended that even the Human Resource Management and Development Unit at the District visit schools to ensure compliance with policy imperatives pertaining to the professional development of educators.

Principals and management teams should be empowered to have sufficient knowledge regarding the legislative provisions of educator development. They should be provided with the contacts or details of persons or organisations that may assist them regarding the CPD of educators. Here one looks at organisations that may provide short courses that will improve the competency of educators regarding the delivery of curriculum.

#### 5.4.2 Recommendations directed at principals

The PAM (DoE, 1999:10) attributes the responsibility of the development of educators to the principal. In the light of this, it is recommended that the principal:

- take overall responsibility and accountability for the CPD of educators at his or her school and ensure that CPD meets the needs as determined by the SIP;
- ensure that professional development activities and programmes are included in the year plan of the school. These activities should be monitored;
- ensure that new and beginner educators are expertly oriented and mentored even if it entails having an induction and mentoring policy in place;
- involve his or her educators to develop and implement CPD programmes to the benefit of the school;
- ensure that the IQMS is implemented uniformly and to the benefit of all educators;
- encourage and ensure that the educators at the school attend developmental programmes such as workshops, meetings and short courses. These programmes will assist them in improving their knowledge, skills, values and attitudes in order to become better equipped in the management of their classrooms (Mestry, Hendricks & Bisschoff, 2009:488). This also entails that when feedback is given, minutes of such be taken. Further reform types as means of CPD such as peer coaching and demonstrations should be included;
- evaluate the effectiveness of CPD programmes that have been conducted. This will assist in determining if the outcomes of the CPD programme have been achieved;
- ensure that all phase, learning area, grade, staff meetings be seen as having a developmental element;
- request the District in writing to visit the school for refresher training and follow-up and sessions.

#### **5.4.3 Recommendations directed at HODs at schools**

The following recommendations are directed at HODs at schools.

- HOD's should communicate the purposes of the CPD to all educators in his or her grade, phase or learning area.
- Motivate educators to see the IQMS as a tool for development
- Assist the principal to implement the IQMS as per Resolution 8 of 2003 so that evaluation should lead to the determination of the needs of the school and the educators
- All beginner or new educators at the school should be inducted and mentored and the HOD should perform a leading role.
- Conduct meetings with educators and keep all minutes of all staff, learning area, phase or grade meetings.
- Ensure that educators who attended a workshop provide feedback.
- Ensure that the District is invited in writing should the need arise for follow-up after a workshop.

#### **5.4.4 Recommendations directed at post level 1 educators**

The following recommendations are proposed towards the post level 1 educators.

- Educators should take all necessary steps to develop professionally, not only at a given time but continuously in order to deliver the curriculum
- As far as it is reasonably possible, educators should avail themselves to attend all workshops, courses and meetings
- Educators should books, articles and other relevant material to broaden their knowledge span regarding their learning area.
- Educators should strive to work in teams or groups as it serves as a basis for self-development as well as the sharing of expertise regarding planning, learning activities and assessment.
- Regarding the IQMS, educators should use it as a developmental tool rather than a pay progression tool.

## 5.5 LIMITATIONS

The study focuses on the challenges of educators regarding CPD. The study was limited to three schools in Mamelodi-West. The restriction of this mini-dissertation to approximately 80 to 120 pages was a limitation. Should more schools have been sampled, the study's scope would have been too wide. Nevertheless, the study was conducted with a limited sample of educators in a limited number of Mamelodi schools; its findings enrich the understanding of the experiences of educators regarding CPD in times of reform initiatives by the State and more particular the Department of Education. In addition, the current study was limited by aspects of its qualitative research paradigm and a reliance on interviews and document analysis as data collection tools. Based on the above-mentioned, I would like to conclude by suggesting the following:

- Further research using a quantitative research paradigm with a large sample to study the experiences of educators regarding CPD.
- Further research in a qualitative research paradigm to study the role of principals in implementing CPD programmes towards improving curriculum delivery.

## 5.6 CONCLUSION

This study has revealed the experiences of educators regarding their CPD. In doing so it explored reform types used by the sampled schools to implement the CPD of educators. In the process IQMS were referred to.

Schools do not have proper plans that lead to the CPD of all educators. Principals are either not competent enough or simply not willing to develop their educators. The data reflects that the development of educators, especially new or beginner educators, is left in their own hands with the school principals doing very little to develop them. Even the new or beginner HOD is left to his or her own devices.

The importance of the improvement of the skills and knowledge of educators through CPD-related activities cannot be over-emphasised. This should not only

happen once, but on an ongoing basis since CPD is crucial for organisational growth and school improvement as Bubb and Earley (2007:13) state. Principals and management teams should then be in a position to utilise these educators with improved competencies meaningfully in the attainment of the expected learning outcomes.



## REFERENCES

- Ary, D., Jacobs, L.C., Razavieh, A. 1990. (4<sup>th</sup> ed). *Introduction to research in education*. Florida: Harcourt Brace College Publishers.
- Ary, D., Jacobs, L.C., Razavieh, A. 2002. (6<sup>th</sup> ed). *Introduction to research in education*. Australia: Wadsworth Thompson Learning.
- Bell, L. & Day, C. 1991. *Managing the professional development of teachers*. Buckingham: Open University Press.
- Biklen, S.K. & Bogdan, R.C. 2003. *Qualitative research for education: An introduction to theories and methods*. United States of America: Pearson Education Group, Inc.
- Billings, D.E. 1997. The nature and scope of staff development in institutions of Higher Education. In: Elton, T. & Simmonds, K. (eds), *Staff development in higher education*. Society for Research in Higher Education.
- Blandford, S. 2000. *Managing professional development in schools*. London: Routledge.
- Bolam, R. & McMahon, A. 2004. Literature, definitions and models: towards a conceptual map. In: Day, C. & Sachs, J. (eds). *International handbook on the continuing professional development of teachers*. Berkshire: McGraw-Hill Education.
- Bollington, R., Hopkins, D., & West, M. 1993. *An introduction to appraisal*. London: Cassel.
- Borg, W.R. & Gall, M.D. 1996. *Applying educational research: A practical guide* (3<sup>rd</sup> ed). New York: Prentice Hall.
- Boyle, B., Lamprianou, I. & Boyle, T. 2005. A longitudinal study of teacher change: What makes professional development effective? Report of the second year of the study. *School effectiveness and school improvement*, 16(1): 1-27.
- Bubb, S. & Earley, P. 2004. *Leading and managing continuing professional development. Developing people, developing schools*. London: Sage Publishing Company.
- Burns, R.B. 2000. *Introduction to research methods*. London: Sage.
- Bradley, H. 1991. *Staff Development*. London: Falmer Press.

- Campbell, A., McNamara, O. & Gilroy, P. 2005. *Practitioner research and professional development in education*. London: Paul Chapman Publishing.
- Carl, A.E. 1995. *Teacher empowerment through curriculum development: Theory into practice*. Kenwyn: Juta & Co. Ltd.
- Coetzer, J.A. 2001. A survey and appraisal of Outcomes Based Education (OBE) in South Africa with reference to progressive education in America. *Educare*, 30: 73 – 93.
- Cohen, D. 1990. A revolution in one classroom: the case of Mrs. Oublier. In: *Educational Evaluation and Policy Analysis*, 12(3), 311 – 329.
- Cohen, L., Manion., L. & Morrison, K. 2002. *Research methods in education*. (6<sup>th</sup> ed). London: Routledge.
- Cordingly, P., Bell M., Rundell, B. & Evans, D. 2003. *The impact of collaborative Continuing Professional Development (CPD) on classroom teaching and learning*. England: Centre for the use of research and evidence in education.
- Creswell, J.W. 2003. *Research design: Qualitative, quantitative, and mixed methods approaches* (2<sup>nd</sup> ed). Thousand Oaks: Sage Publications.
- Creswell, J.W. 2007. *Qualitative inquiry and research design: choosing among five approaches* (2<sup>nd</sup> ed). London: Sage Publications.
- Dalin, P. 1998. *School Development: Theories and Strategies*. London: Cassel.
- Dantonio, M. 1995. *Collegial coaching: Inquiry into the teaching itself*. Indiana: Phi Delta Kappa Inc.
- Day, C. 1999. *Developing teachers: The challenges of lifelong learning*. London: Falmer Press.
- Day, C. & Sachs, J. 2004. Professionalism, performativity and empowerment: discourses in the politics, policies and purposes of continuing professional development. In: Day. C. & Sachs. J. (eds). *International handbook on the continuing professional development of teachers*. Berkshire: McGraw-Hill Education.
- Denzin, N.K. & Lincoln, Y.S. 1994. *Handbook of qualitative research*. Thousand Oaks, California: Sage Publications Inc.
- Department of Education. 1999. The Personnel Administrative Measures. Government Notice 222 of 1999 published in Government Gazette No. 19767 dated 18 February 1999. Pretoria: Government Printer.

- Department of Education. 2000. *Norms and standards for educators*. Vol. 415. No. 20844. Pretoria: Government Printer.
- Department of Education. 2002. *Revised National Curriculum Statement. Grade R-9 (Schools) Overview English*. Pretoria: Government Printer.
- Department of Education. 2007. *National policy framework for teacher education and development in South Africa*. Vol. 503, no. 29868. Pretoria: Government Printer.
- Department of Education. 2008. *Foundations for Learning Campaign*. Government Gazette 30880 dated 14 March 2008. Pretoria: Government Printer.
- Desimone, L.M., Smith, T.M. & Ueno, K. (2006). Are teachers who sustain content-focused professional development getting it? An administrator's dilemma. *Educational administration quarterly*, 42(2): 178-215.
- De Vos, A.S. 1998 (ed). *Research at grassroots: A primer for a caring profession*. Pretoria: Van Schaik.
- Douglas, J. 2005. *Teacher professionalism and education transformation*. Braamfontein: The Centre for Education Policy Development (CEPD).
- Dudzinski, M., Roszmann-Millican, M. & Shank, K. 2000. Continuing professional development for special educators: reforms and implications for university programs. In: *Teacher education and special education*, 23(2), 109 – 124.
- Du Preez, P. & Roux. C. 2008. Participative intervention research: the development of professional programmes for in-service teachers. *Education as change*, 12(2): 77 – 90
- Du Plessis, P., Conley, L. & Du Plessis, E. 2007. *Teaching and learning in South African schools*. Pretoria: Van Schaik.
- Dymoke, S. & Harrison, J.K. 2006. Professional development and the beginning teacher: issues of teacher autonomy and institutional conformity in the performance review process. *Journal of education for teaching*. 32(1): 71-92
- Earley, P. & Bubb, S. 2004. *Leading and managing continuing professional development: Developing people, developing schools*. Thousand Oaks, CA: SAGE.
- Education Labour Relations Council (ELRC). 2003. *Collective agreement number 8 of 2003: Integrated Quality Management Systems*. Centurion: ELRC.

- Education Labour Relations Council (ELRC). 2004. *Integrated Quality Management Systems for school based educators*. Centurion: ELRC.
- Ehrich, L.C. & Hansford, B. 1999. Mentoring: pros and cons for HRM. *Asia Pacific Journal of Human Resources*. 37(3): 92 – 107.
- Field, B. &Field, T. 1994. *Teachers as mentors*. London: The Falmer Press.
- Feiman-Nemser, S. & Parker, M.B. 1992. Mentoring in context: A comparison of two U.S. programs for beginning teachers. *National Centre for Research on Teacher Learning*. Michigan: Michigan State University.
- Fullan, M. 1993. *Change Forces*. London: Cassell.
- Fullan, M. 2001. *The new meaning of educational change*. (3<sup>rd</sup> ed). New York: Teachers College Press.
- Fullan, M.G. & Hargreaves, A. (eds). 1992. *Understanding teacher development*. London: Cassell.
- Ganser, T. 2000. An ambitious vision of professional development for teachers. In: *NASSP Bulletin*, 84(618), 6 – 12.
- Glatthorn, A. 1995. Teacher development. In: Schooler, C. & Schaei, W. (eds), *Cognitive functioning and social structure over the life course*. Norwood, New Jersey: Ablex.
- Grundy, S. & Robinson, J. 2004. Teacher professional development: themes and trends in the recent Australian experience. In: Day. C. & Sachs. J. (eds). *International handbook on the continuing professional development of teachers*. Berkshire: McGraw-Hill Education.
- Guba, E.G. & Lincoln, Y.S. 1999. Naturalistic and rationalistic enquiry. In: *Issues in Educational Research*, Keeves, J.P. & Lakomski, G. (eds). Amsterdam: Pergamon.
- Heirdsfield, A.M., Walker, S., Walsh, K. & Wilss, L. 2008. Peer mentoring for first-year teacher education students: the mentor's experience. *Mentoring and Tutoring: partnership in learning*. Vol 16(2): 109 – 124.
- Henning, E., Van Rensburg, W. & Smit, B. 2004. *Finding your way in qualitative research*. Pretoria: Van Schaik.
- Middlewood, D. 2005. The significance of human resource management for education. In: Heystek, J., Roos, C. & Middlewood, D. *Human Resource Management in Education*. Sandton: Heinemann Publishers.

- Heystek, J., Nieman, R., Van Rooyen, J., Masoge, J. & Bipath, K. 2008. *People leadership in education*. Sandton: Heinemann.
- Hittleman, D.R. & Simon, A.J. 2002. *Interpreting educational Research: An introduction for consumers of research*. Ohio: Merrill Prentice Hall.
- Hopkins, D. & Ainscow, M. 1994. *School improvement in an era of change*. London: Cassel.
- Houle, C. 1980. *Continuing learning in the professions*. San Francisco: Jossey-Bass Publishers.
- Hughes, C. 2003. *Disseminating quantitative research in educational settings: A critical introduction*. England: Open University Press.
- Jita, L.C. & Ndladlane, T.C. 2009. Teacher clusters in South Africa: opportunities and constraints for teacher development and change. *Perspectives in education*, 27(1): 58 – 68.
- Joyce, B. & Showers, B. 1988. *Student achievement through staff development*. New York: Pitman Publishing (Inc).
- Johnson, B. & Christensen, L. 2004. *Educational Research: Quantitative, qualitative and mixed approaches*. New York: Pearson.
- Kelchtermans, G. 2004. CPD for professional renewal: Moving beyond knowledge for practice. In: *International handbook on the continuing professional development of teachers*, Day, C. & Sachs, J. (eds). Maidenhead: Open University Press.
- Lessing, A. & De Witt, M. 2007. The value of Continuous Professional Development: Teachers' perceptions. *South African Journal of Education*, 27(1) 57-67.
- Letiche, H.K., Van der Wolf, J.C. & Plooij, F.X. 1991. *The practitioner's power of choice in staff development and in-service training*. Amsterdam/Lisse: Swetz and Zietlinger B.V.
- Liberman, A. 1994. Teacher development: Commitment and challenge. In: Grimmeth, P.P. & Neufeld, J. (eds). *Teacher Development and the struggle for authenticity: Professional growth and restructuring in the context of change*. New York: Teachers College Press.
- Lincoln, Y.S. & Guba, E.G. 1985. *Naturalistic inquiry*. Beverly Hills: Sage.
- Litoselli, L. 2003. *Using focus groups in research*. London: Continuum.

- Little, J.W. 1982. Norms of collegiality experimentation; workplace conditions of school success. *American Research Journal*, 19(3).
- Lumby, J.L., Middlewood, D. & Kaabwe, E. (eds). 2003. *Managing human resources in South African Schools*. London: Commonwealth Secretariat.
- Maree, K., Creswell, J.W., Ebersohn, L., Eloff, I., Ferreira, R., Ivankova, N.V., Jansen, J.D., Niewenhuis, J., Pietersen, J., Plano Clark, V.L. & Van der Westhuizen, C. 2007. *First steps in research*. Pretoria: Van Schaik Publishers.
- Marshall, C. & Rossman, G.B. 1999. *Designing qualitative research*. London: SAGE Publications.
- McMillan, J.H. & Schumacher, S. 2001. *Research in education: A conceptual introduction* (5<sup>th</sup> ed). New York: Pricilla Mc Greegon.
- McMillan, J.H. & Schumacher, S. 1993. *Research in education: A conceptual introduction* (3<sup>rd</sup> ed). New York: Harper Collins.
- Merriam, S.B. 2002. *Qualitative research in practice*. San Francisco: Jossey Bass.
- Mestry, R., Hendricks, I. & Bisschoff, T. 2009. Perceptions of teachers on the benefits of teacher development programmes in one province in South Africa. *South African Journal of Education*. 29:475-490.
- Mundry, S. 2005. Changing perspectives in professional development. *Science Educator*. 14(1), 9 – 15.
- Mokoena, M.A. 2004. The effects of developmental appraisal policy on teacher learning. PhD. Thesis. University of Pretoria.
- Oldroyd, D. & Hall, V. 1991. *Managing staff development: A handbook for secondary schools*. London: Paul Chapman Publishers.
- Ono, Y. & Ferreira, J. 2010. A case study of continuing teacher professional development through lessons study in South Africa. *South African Journal of Education*. 30: 59 – 74.
- Paine, L.W. & Fang, Y. 2007. Reform as hybrid model of teaching and teacher development in China. *International Journal of Educational Research*. 45: 279-289.
- Sallis, E. 1993. *Total quality management in education*. London: Kogan Page Ltd.
- Seale, C. 1999. *Researching society and culture*. London: Sage Publications.



- Salisbury, D.F. & Conner, D.R. 1994. How to succeed as a manager of an educational change project. *Educational Technology*, 34(6): 12 – 19.
- Sergiovanni, T.J. 1996. *Leadership for the school house: How is it different? Why is it important?* San Francisco: Jossey-Bass Publishers
- Sibiya, L.M. 1999. Clinical supervision as a strategy in staff development. M.Ed. Dissertation. University of Pretoria.
- Sinclair, J. & Hanks, P. 1989. *Collins Essential English Dictionary*. Glasgow: William Collins Sons & Co. Ltd.
- Smith, K. 2003. So, what about the professional development of teacher educators? *European Journal of Teacher education*, 26(2) 201-215.
- Somo, M.P. 2007. *The perceptions, experiences and expectations of educators about their own professional development in schools*. M.Ed. dissertation. University of Pretoria.
- South Africa. 1996. Employment of Educators Act No. 76 of 1998. *Government Gazette*, Vol. 400 (19320). 2 October 1998.
- South Africa. 1996. *South African Schools Act No. 76 of 1996*. Pretoria: Government Printer.
- South Africa. 1999. Terms and conditions of employment of educators determined in Terms of section 4 of the Employment of Educators Act, 1998. *Government Gazette*. Pretoria: Government Printer.
- South African Council for Educators. 2008. *The design of the Continuing Professional Teacher Development (CPTD) System*. Pretoria: Department of Education and South African Council for Educators.
- Steyn, G.M. & Van Niekerk, E.J. 2002. *Human resource management in education*. Paarl: Paarl Print.
- Steyn, G.M. 2008. Continuing professional development for teachers in South Africa and social learning systems: conflicting conceptual frameworks of learning. *Koers* 73(1): 15 – 31.
- Sutherland, L., Scanlon, L. & Sperring, A. 2005. New directions in preparing professionals: Examining issues in engaging students in communities of practice through a school-university partnership. *Teaching and Teacher Education*. 21(1): 79-92.
- Todd, F. (ed). 1987. *Planning Continuing Professional Development*. London: Croom Helm.

- Tomlinson, H. (ed). 1997. *Managing continuing professional development in Schools*. London: Paul Chapman Publishing Limited.
- Trochim, W.M.K. 2001. *Research methods knowledge base*. Cincinnati: Atomic Dog.
- Van den Berg, R. & Slegers, P. 1996. Building innovative capacity and leadership. In Leithwood, K., Chapman, J., Corson, D., Hallinger, P.H. & Hart A. (eds). *International Handbook of Educational Leadership and Administration*, 653 – 699. Dordrecht, Netherlands: Kluwer Academic Publishers.
- Villegas-Reimers, E. 2003. *Teacher professional development: an international review of the literature*. Paris: International Institute for Educational Planning.
- Werther, W.B. & Davis, K. 1996. *Human resources and personal management*. Boston: Irwin/ McGraw-Hill.
- West-Burnam, J. Bradbury, I. & O'Neill, J. 2001. *Performance management in schools: How to lead and manage staff for school improvement*. London: Pearson Education Limited.
- Wideen, M.F. & Andrews, I. 1987. *Staff development for school improvement: A focus on teachers*. Britain: Falmer Press.
- Williams, G. 1977. *Towards lifelong learning: a new role for higher education institutions*. Paris: UNESCO.
- Wilkenson, D. 2003. *The researcher's toolkit: The complete guide to practitioner research*. New York: Routledge Falmer.



## Annexure A

### Interview questions with the Post Level 1 educators

- 1 What is your understanding of Continuous Professional Development in schools?
- 2 Briefly describe your experience since being appointed as an educator.
- 3 Briefly describe the role that your Head of Department/ principal played in your professional development.
- 4 Were you mentored upon your beginning as an educator?
- 5 If yes, how were you mentored?
- 6 What can you tell me about induction?
- 7 Were you inducted as a beginner educator and what did you gain/ learn from it?
- 8 Who conducted the induction process?
- 9 Briefly explain how the training on the National Curriculum Statement (NCS) was done.
- 10 Was there any follow-up by the people who conducted the training?
- 11 If there were any follow-ups, how did you benefit from them?
- 12 How regular do you hold phase/ learning area meetings?
- 13 What is discussed during these meetings?
- 14 Do you benefit from the discussions of these phase/ learning area meetings? Briefly explain your response.
- 15 Give a few examples of Continuous Professional Development activities done at your school.
- 16 Briefly explain your understanding of the IQMS.
- 17 Explain your experiences regarding IQMS implementation at your school.
- 18 Do you know about the National Policy Framework for Teacher Education and Development? If yes, what does it entail?

## **Interview questions with Heads of Department**

- 1 What is your understanding of Continuous Professional Development in schools?
- 2 What is your understanding of mentoring?
- 3 Do you implement mentoring?
- 4 If you do implement mentoring, how do you go about implementing it?
- 5 Do you implement induction?
- 6 How do you implement induction?
- 7 Have you received any form of induction or mentoring since your appointment as Head of Department?
- 8 Please describe your experience since being appointed as Head of Department.
- 9 Who plays a role in your professional development?
- 10 How regularly do you hold meetings with the educators under your supervision?
- 11 What is the purpose of such meetings?
- 12 Are any follow ups done after the meetings? How long after the meetings/ workshops are follow ups done?
- 13 Give a few examples of Professional Development activities that you use at your school.
- 14 Do you get any assistance from your District Office regarding Continuous Professional Development, for example workshops?
- 15 If yes, please share the type of support you get.
- 16 Does the District provide any support regarding challenges that you highlight during the support sessions such as workshops?
- 17 If yes, how long after the workshop do you get feedback?

- 18 Describe the challenges you experience as Head of Department regarding the professional development of your subordinates.
- 19 What are some of the challenges you encountered in fulfilling the demands of the IQMS as a vehicle towards Continuous Professional Development?
- 20 Do you think Continuous Professional Development can benefit educators? Briefly explain your response.
- 21 Do you know about the National Policy Framework for Teacher Education and Development?
- 22 If yes, tell me briefly what it entails.

### **Interview questions with Principals**

- 1 How do you understand Continuous Professional Development of educators in schools?
- 2 Briefly discuss your experience on the first day being appointed as principal.
- 3 What is your understanding of mentoring?
- 4 Do you implement mentoring?
- 5 If you do implement mentoring, how do you go about implementing it?
- 6 Do you implement induction?
- 7 How do you implement induction?
- 8 Do you think Continuous Professional Development of educators can benefit your educators in your school? Give brief reasons.
- 9 Give a few examples of Continuous Professional Development that your school initiated and implements.
- 10 What is your overall impression of the IQMS as it is currently designed and implemented in schools?
- 11 What are some of the challenges you encountered in fulfilling the demands of the IQMS as a vehicle towards Continuous Professional Development?
- 12 Have you personally benefitted from being part of the IQMS appraisal process?

- 13 How did the IQMS contribute to your personal and professional growth?
- 14 Kindly comment on any aspect or aspects that you view as negative in the IQMS.
- 15 What role does the District play in your Continuous Professional Development?
- 16 Apart from the District, what other organizations or persons play a pivotal part in the Continuous Professional Development of educators at your school?
- 17 Do you know about the National Policy Framework for Teacher Education and Development?
- 18 If yes, tell me briefly what it entails.

## Annexure B

### Observation/Analysis of the following documents

The following section looks at the availability and content of documents.

Item	Yes	No	Comment on content and availability of item
IQMS Training manuals			
Circulars/District memoranda on developmental issues and refresher courses			
Government Gazettes/Acts/Resolution 8 /2003			
Log book with entries of developmental workshops by district, school, NGOs or others			
Submission book for submissions to District, the exemplars, SIP, etc.			
IQMS Master File with: <ul style="list-style-type: none"> <li>(a) DSG Lists and SDT list</li> <li>(b) SIP</li> <li>(c) Minutes of DSGs</li> <li>(d) Minutes of SDT</li> <li>(e) PGP's of educators</li> <li>(f) External IQMS visit reports (<i>if any</i>)</li> </ul>			
WSE File with <ul style="list-style-type: none"> <li>(a) Internal WSE forms and reports</li> <li>(b) External WSE reports</li> <li>(c) School Development Plan</li> </ul>			



<b>Item</b>	<b>Yes</b>	<b>No</b>	<b>Comment on content and availability of item</b>
Management Plan for implementation of IQMS and other developmental issues from school and District			
Staff minute book to see if CPD was discussed in meetings			
HOD minute book			
Proof of developmental efforts by supervisors (HOD/Principal/District/NGOs)			
Proof of the use of induction/mentoring			



## Annexure C

### Letter approving the study in school from the Gauteng Department of Education



UMnyango WezeMfundo  
Department of Education

Lefapha la Thuto  
Departement van Onderwys

Enquiries: Nomvula Ubisi (011)3550488

Date:	19 April 2010
Name of Researcher:	Gulston Karel
Address of Researcher:	10848 Mamelodi - East Pretoria 0122
Telephone Number:	0128012407/0837621448
Fax Number:	0865287544
Research Topic:	The Challenges Experienced by Educators at Schools regarding Continuous Professional Development
Number and type of schools:	3 Primary Schools
District/s/HO	Tshwane South

#### Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

Permission has been granted to proceed with the above study subject to the conditions listed below being met, and may be withdrawn should any of these conditions be flouted:

1. *The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.*
2. *The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.*
3. *A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.*

Office of the Chief Director: Information and Knowledge Management  
Room 501, 111 Commissioner Street, Johannesburg, 2000 P.O.Box 7710, Johannesburg, 2000  
Tel: (011) 355-0809 Fax: (011) 355-0734





4. A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher must supply the Director: Knowledge Management & Research with one Hard Cover bound and one Ring bound copy of the final, approved research report. The researcher would also provide the said manager with an electronic copy of the research abstract/summary and/or annotation.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

Martha Mashego

ACTING DIRECTOR: KNOWLEDGE MANAGEMENT & RESEARCH

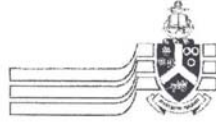
The contents of this letter has been read and understood by the researcher.	
Signature of Researcher:	
Date:	2010-04-30





**Annexure D**

**Clearance Certificate**



UNIVERSITY OF PRETORIA  
FACULTY OF EDUCATION  
RESEARCH ETHICS COMMITTEE

**CLEARANCE CERTIFICATE**

**DEGREE AND PROJECT**

**INVESTIGATOR(S)**

**DEPARTMENT**

**DATE CONSIDERED**

**DECISION OF THE COMMITTEE**

**CLEARANCE NUMBER :**

EM10/06/02

MEd

The challenges experienced by primary school educators regarding Continuous Professional Development

Karel Gulston

Department of Education Management and Policy Studies

03 November 2010

APPROVED

Please note:

*For Masters applications, ethical clearance is valid for 2 years*

*For PhD applications, ethical clearance is valid for 3 years.*

**CHAIRPERSON OF ETHICS COMMITTEE** Prof L Ebersohn

DATE

03 November 2010

CC

Prof H.J. Joubert  
Ms Jeannie Beukes

This ethical clearance certificate is issued subject to the following conditions:

1. A signed personal declaration of responsibility
2. If the research question changes significantly so as to alter the nature of the study, a new application for ethical clearance must be submitted
3. It remains the students' responsibility to ensure that all the necessary forms for informed consent are kept for future queries.

Please quote the clearance number in all enquiries.



## Annexure E

### Letter indicating that this mini-dissertation was edited



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA

Faculty of Education  
Department of Science, Mathematics and  
Technology Education  
2 November 2010

TO WHOM IT MAY CONCERN

This is to certify that the mini-dissertation titled **THE CHALLENGES EXPERIENCED BY EDUCATORS IN PRIMARY SCHOOLS REGARDING CONTINUOUS PROFESSIONAL DEVELOPMENT** by Karel Gulston was edited for grammar errors by me, Prof. MJ Kühn.

Yours faithfully

Prof. MJ Kühn

DEPARTMENT OF SCIENCE, MATHEMATICS AND TECHNOLOGY EDUCATION

[tinus.kuhn@up.ac.za](mailto:tinus.kuhn@up.ac.za)

Building and office no  
Groenkloof Campus, University of Pretoria  
PRETORIA 0002  
Republic of South Africa

Tel number:  
Fax number:

E-mail address:  
[www.up.ac.za/education](http://www.up.ac.za/education)