

**SCHOOL MANAGEMENT TEAMS' MANAGEMENT OF THE  
SCHOOL-BASED CONTINUOUS PROFESSIONAL DEVELOPMENT OF  
TEACHERS**

by

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## DECLARATION

I, AMRITHA BRIJKUMAR, hereby declare that the dissertation, *School Management Teams' Management of the School-Based Continuous Professional Development of Teachers*, is my original work and that all sources that were consulted and quoted have been acknowledged in the list of references.

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Date

## **DEDICATION**

This dissertation is dedicated to my husband, Jay, without whose support I could never have completed it and to my children, Shruti and Kairav, for all the sacrifices they made while I was studying.

## ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to the following people who supported me during my journey to complete this study:

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## ABSTRACT

This study focuses on how school management teams manage the school-based continuous professional development of the teachers at their schools. The assumption is that continuous professional development - if school-based - may be more practical in implementing changes because the teachers will be working in a familiar context when managing their own development and in meeting the specific needs of their school. At present the professional development of teachers consists mainly of external workshops and courses. Teachers then return to the school context that has not changed to accommodate what has been learnt at these workshops or courses. The lack of feedback or follow-up has done little to encourage teachers to implement any changes in their teaching practice. The study also explores the practice of school management teams in creating collaborative school cultures for the implementation of school-based continuous professional development.

The rationale for this study is based on the urgent need for continuous professional development to be part of the schools' development of teachers. The National Policy Framework for Teacher Education and Development provides the frame of reference. There is, however, a gap in the policy on how continuous professional development should be implemented to create a collaborative school culture and the role that the school management team plays in doing this. The aim of the study was to determine how school management teams managed continuous professional development at their schools; to identify the challenges they faced in managing school-based continuous professional development; and to explore the strategies that contributed to successful school-based continuous professional development.

The research methodology employed in this study is a Triangulation Mixed Methods Design. Qualitative and quantitative data was collected simultaneously and analysed separately to understand the research problem. The sample consisted of principals, deputy principals and heads of department of primary schools who were interviewed. Questionnaires were administered to Level 1 teachers at these schools. The interviews were analysed by identifying emerging patterns, themes and categories. The questionnaires were analysed by presenting descriptive statistics about the schools and then inferential statistics were determined that correlated and tested the hypotheses. The results were reported in the form of summaries from the interviews and graphs from the questionnaires.

## KEY WORDS

School management teams

Continuous professional development

Collaborative school cultures

National Policy Framework

Change

Policies

School context

Successful schools

Effective leadership

School based professional development

## ACRONYMS

CPD – Continuous Professional Development

SMT – School Management Team

RSA – Republic of South Africa

NPF - National Policy Framework for Teacher Education and Development

SACE – South African Council for Educators

SAQA – South African Qualifications Authority

IQMS – Integrated Quality Management System

ELRC – Education Labour Relations Council

DoE – Department of Education

HOD – Head of Department

CAPS – Curriculum Assessment Policy Statements

PAM – Personnel Administrative Measures

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## CHAPTER 1

### INTRODUCTION TO THE STUDY

#### 1.1 Introduction

The focus of this study is on the role played by school management teams (SMT's) in managing the professional development needs of teachers at their schools. This study revolves around the issues of the SMT's creating collaborative school cultures and providing relevant continuous professional development (CPD) that meets the needs of the teachers. This chapter introduces the study by discussing the background and the rationale for the study. The problem statement, purpose statement, aims and objectives, theoretical framework, research design and methodology, credibility of the study, ethical aspects and the significance of the study is also discussed.

#### 1.2 Background

The professional development of teachers plays a major role in creating effective schools and in enhancing the experiences, learning and achievements of learners in an education system that judges the quality of its teachers by the performance of its learners (Mestry, Hendricks & Bischoff, 2009:475). Teachers and the teaching profession are in a spotlight which greatly highlights changes in schools, classrooms and teaching practice in order to bring them in line with a new democratic ideal and to improve the lives of all learners (Moletsane, 2004:201). For this educational transformation to take place, it is essential that teachers are well prepared to meet the challenging needs of a changing education system through Continuous Professional Development (CPD). The professional development of teachers is crucial in facing the challenges experienced by teachers and learners as a result of educational changes, both nationally and internationally (Nabhani & Bahous, 2010:208). The teacher's traditional role and identity has evolved from being a mere transmitter of knowledge to a more complex practice of facilitating learning and, thus, emphasising the need for Continuous Professional Development. Nabhani and Bahous conducted research in Lebanon and their findings are relevant to the South African context - especially in terms of democracy and the ever-growing trend of globalization that play an important role in educational transformation. It is now essential for teachers to be well prepared to meet the challenging needs of a changing education system which can only be achieved through CPD.

The National Policy Framework for Teacher Education and Development (NPF) is a policy that addresses the dire need for qualified teachers in South Africa (RSA, 2007:5). This policy focuses on the initial professional education of teachers as well as on the continuous professional development of teachers currently employed in the South African education system. According to Steyn (2010:213), insufficient research has been done to indicate how Continuous Professional Teacher Development (CPTD) - as stipulated in the National Policy Framework - can expand individual teacher development to include a contribution to the creation of collaborative learning cultures in schools for the sake of quality education. There is a gap in the National Policy Framework in terms of how CPD should be implemented to create collaborative learning cultures in schools (Steyn, 2010:213). The successful implementation of policies depends largely on how effective the leadership at schools is. The policy refers to sustained leadership and support (RSA, 2007:3) and the fact that CPD should be school-based. However, the policy does not clearly describe the role and active participation of the School Management Teams (SMTs) in implementing Continuous Professional Development.

Effective school leadership may result in the positive and successful implementation of policies when teachers embrace change - especially in a school environment that fosters collaborative learning (Steyn, 2011:227). The primary focus of this study was to investigate how SMTs manage Continuous Professional Development at their schools. Collaborative learning is imperative and necessary for positive changes to take place in schools and the successful implementation of the policy cannot be guaranteed unless collective learning within schools has been considered (Steyn, 2010:215).

Within the South African education system the following policies and structures are in place to facilitate the continuous professional development of teachers:

- The National Policy Framework for Teacher Education and Development (NPF) is a policy that aims to develop teachers' professional knowledge and skills so that they can fulfil their responsibilities as teachers; to empower teachers by improving their professional competence, self-confidence, subject knowledge and skills; to improve their classroom management; to elevate their professional status; and to help them identify continuous professional development programmes that enhance their professional growth (DOE, 2007:1).

- The South African Council for Educators (SACE) is a statutory body with which all educators must be registered. SACE has accepted the responsibility to manage CPD by providing effective, relevant continuous professional development programmes. Educators are required to attend continuous professional development programmes to earn points over a three year cycle.
- The South African Qualifications Authority (SAQA) oversees the development and implementation of the National Qualification Framework Act - Act 67 of 2008 - as well as the policy and criteria for recognising a professional body and the registration of a professional body on the National Qualification Framework (NQF).
- The Integrated Quality Management System (IQMS), formulated by the Education Labour Relations Council (ELRC), is compulsory in every school. Its purpose is to identify each school and each educator's specific needs by evaluating teachers based on performance standards and, thus, providing the necessary support needed for teacher growth and development.

Despite these policies and structures being in place, there is a need for the further evaluation of structures and policies to ensure that the aims and objectives of continuous professional development are successfully implemented.

### **1.3 Rationale for the Research**

The problem being addressed in this study is the role played by school management teams in the implementation of school-based CPD and how they create a collaborative learning culture in schools for the implementation of school-based continuous professional development programmes. This problem originates in the researcher's own experiences as a teacher. Her preference is for continuous professional development programmes to be school-based so that learning takes place in a context that meets the needs of the school and its teachers. Attending professional development programmes outside of the school context has made her aware of how disjointed and ineffective these programmes really are. This is especially so when she returns to school and tries to implement what was work-shopped by a facilitator who comes from a completely different context to the one in which she teaches. This is what happens when teachers are taken out of their school environment to attend workshops or courses facilitated by 'experts' outside the school context (Moletsane, 2004:206). Teachers return to their school contexts that have not changed to accommodate what they have learnt and there is no follow-up or feedback



after these workshops or courses which results in teachers doing little to implement any changes (Moletsane, 2004:206; Steyn, 2010:162).

The problem that the researcher has experienced with school-based professional development is that schools are not entirely collaborative learning environments. Although many principals may claim to be collaborative leaders they do not, necessarily, embrace all the qualities of collaborative leaders. In many instances they create environments where they provide professional development, yet they make decisions regarding the needs of the teachers and what should be included in professional development programmes on their own without embarking on a discussion with, or feedback from, the teachers. This is not a collaborative learning culture. According to Fahey (2011:4), the task of creating collaborative school cultures is not an easy one and many schools are far from being collaborative environments because they remain isolated and unreflective places that struggle to create collaborative environments. The researcher's understanding of a collaborative learning culture is one where teachers are actively involved in their own learning. This leads to effective professional development that is interactive and engages teachers actively by providing opportunities to share problems, viewpoints and opinions and by working together to reach solutions (Hunzicker, 2010:6).

The National Policy Framework focuses on improving the knowledge and skills of teachers through CPD programmes and identifies areas of professional development that will contribute to the professional and personal growth of teachers. The policy stipulates the creation of a collaborative learning culture at schools for the implementation of continuous professional development, but fails to indicate how this may be achieved (Steyn, 2010:213). The policy also refers to sustained leadership and support (RSA, 2007:3) and the fact that CPD should be school-based, but it does not clearly define the roles or describe the active participation of the SMTs in managing the implementation of continuous professional development.

#### **1.4 Problem Statement**

Teachers need on-going continuous professional development which is currently - and mostly - provided by the Department of Education and supplemented in schools by a limited provision of school-based continuous professional development. According to Nelson and Slavit (2008:100), research conducted on the ineffectiveness of traditional forms of professional development and new ideas about how teachers learn provides valuable insights in supporting teachers' growth and development. They further suggest that experiences offered to teachers should include

opportunities whereby teachers can learn, build on knowledge and construct new visions for their practice as teachers in their own schools. As the SMTs are in a management position in the schools, they have a great influence on developments within the school, generally, and on teachers' development, in particular. They, therefore, play an integral role in facilitating leadership to include teachers as leaders. Grant *et al.* (2010:403) are of the opinion that this distributed leadership will result in shared decisions that make and create a supportive and collaborative culture and context within which lifelong learning and continuous professional development can take place. However, little is known about how SMTs manage the implementation of school-based CPD in their schools. It is possible that there are some practices that work better than others in creating an environment where teachers see the need for, and are committed to, continuous development within the school setting. This study investigates what SMTs do in their schools to ensure that their teachers' progress in their profession and how SMTs strive to create a collaborative school culture for the implementation of school-based continuous professional development.

The formulated problem statement is based on the following critical questions:

1. How do SMTs manage continuous professional development at their schools?
2. What are the challenges faced by the SMTs in managing school-based continuous professional development?
3. What strategies contribute to successful school-based continuous professional development?

### **1.5 Purpose Statement**

The focus of this study is on the role of SMTs in managing school-based continuous professional development; to identify their practices in doing so and to examine how they create a collaborative school culture for implementing continuous professional development. The study has reviewed the relevant literature on traditional models of professional development and their impact on teacher learning and development, including current literature in which a distinction is made between traditional professional development models and other models that focus not just on the dissemination of pedagogical knowledge but also on collective knowledge that is valuable to teachers (Brady, 2009: 336). The study also focuses on the creation of collaborative school cultures which, according to Sergiovanni (2009:124), characterise successful schools and bring leadership and learning together. However, the problem faced at this point was on the creation of collaborative school cultures and how successful schools are in doing so. Yates (2007:219)

identifies a gap in the creation of a collaborative school culture by pointing out that because professional development programmes are not largely school-based, teachers do not have opportunities to share knowledge and skills with teachers from other schools. According to Sergiovanni (2009:124), teaching at most schools is regarded as an individual practice - despite the importance of collaboration. This highlights another problem: the need for context-based continuous professional development programmes. DuFour (2004:63) maintains that “the best staff development happens in the workplace rather than in the workshop.” This statement clearly indicates the need for school-based continuous professional development programmes that are context specific and meet the needs of the teachers.

### **1.6 Aims and Objectives of the Research**

The aims and the objectives of this research are the following:

- To determine how SMTs conceptualized CPD.
- To determine the SMTs’ management practices in managing continuous professional development in the selected schools.
- To identify the challenges in managing school-based continuous professional development.
- To explore the strategies used by SMTs in continuous professional development.

### **1.7 Theoretical Framework**

Management Theory was used as a lens in this study because the theory classifies important management knowledge and helps to understand the nature of the school (Olum, 2004:11-12). Since democracy in 1994 educational transformation has brought about many changes in South African schools. They have become dynamic institutions where change occurs on a daily basis. This theory assists in the analysis of the challenges of a changing education system (Olum, 2004:12). Henri Foyal’s Administrative Theory, which focuses on the personal duties of management, was also used in this study. The researcher focused on his five principle roles of management (Olum, 2004:15) which include planning, organising, commanding, co-ordinating and controlling.

These five principles apply to the responsibilities and the role of the principals and SMTs at schools. For schools to be effective and well-run, planning is essential. According to Clarke (2007:3), planning refers to the setting-up of systems, policies, procedures and timetables

required for the efficient running of a school. It includes policies and procedures for the implementation of school-based CPD. The Personnel Administrative Measures (PAM) (DoE, 1999) sets out clear guidelines on the role of each member of the SMT. SMTs are responsible for drawing up planning, policy and procedure documents which are unique to the context of each school (Clarke, 2007:3). Everyone in the school must be made clearly aware of what is expected of them and what is contained in the policy documents so that systems can be put in place for the school to operate in terms of these policies and procedures. The SMT plays an important role in ensuring that these policies are in place and responsibilities are delegated to ensure that the plans, policies and procedures are followed (Clarke, 2007:4). To guarantee that policies and procedures are adhered to, it is essential for the SMT to institute a system to monitor progress and performance. It needs to make sure that tasks are completed on time and that they are of a high standard (Clarke, 2007:5). According to Fayol, this means that tasks and activities should fulfil the criteria of appropriate rules and procedures (Olum, 2004:15). It is also about identifying problems and putting in place strategies and structures that will solve problems (Clarke, 2007:5). Fayol maintains that co-ordination and organisation refers to the development of an institutions' resources, both human and material (Olum, 2004:15). In a school this refers to the professional development of the teachers and the value of school-based professional development programmes. Boaduo (2010:77) recommends that professional development should be school-based because it is at school that teaching and learning takes place. Teachers should identify their needs according to their individual requirements and the needs of the school - thus, making professional development relevant and also a shared responsibility. Boaduo (2004:76) adds that these structures and strategies include resources, such as support material and infrastructure, which - if provided to schools - will help them identify and deal with problems in a relevant and professional way. The SMTs control and govern schools by ensuring that meetings take place on a regular basis. They also make sure that teachers are kept up-to-date by cascading information from the Department of Education to the teachers. The IQMS process is a means by which the SMTs exert control in schools and it guarantees that the process is followed.

### **1.8 Research Design and Methodology**

A Triangulation Mixed Method design was used as a means to understand how the SMTs - as leaders in the school - narrated their experiences of managing school-based professional development. Structured interviews were conducted to obtain this information. Teachers were given a survey questionnaire to complete and the data obtained from these questionnaires was used to corroborate data obtained from the interviews. This method was chosen so that the

findings of the quantitative questionnaire could be used to support the data obtained from the qualitative interviews to increase the credibility and trustworthiness of the study. The Triangulation Mixed Method design allowed for a better understanding of the problem under investigation by combining the best of both methods. Qualitative interviews may not have yielded substantive data and, therefore, the use of quantitative questionnaires enabled the researcher to strengthen the findings. The qualitative and quantitative data were analysed separately.

The results from the data analysis were compared across the different participant levels and data sources (Creswell, 2008:558). The strength of the design was that it combined the advantages of both forms of data (Creswell, 2008:559). Qualitative interviews allowed the researcher to learn more from the participants in their natural working environments, i.e. the school. It also allowed social reality to be interpreted and presented from the view of the participants in the study (Basit, 2010:14). This means that the social world was understood and presented from the point of view of the participants (Cohen, Manion & Morrison, 2007:19) - in this case, SMTs of the selected schools. Cohen, Manion and Morrison (2007:21) suggest that situations should be examined through the eyes of the participants instead of the researcher.

### ***1.8.1 Data Collection - Interviews***

In conducting qualitative interviews the focus of this study was on a small number of participants who provided in-depth data based on their opinions and perceptions (Basit, 2010:14). The qualitative research design recognises that there are multiple realities and not necessarily only one truth to be discovered (Leedy & Ormrod, 2005:133). Members of SMTs from the selected schools and even within the same school presented different realities to the phenomenon of school-based staff development. The researcher was able to interpret and make sense of what they see as vital for understanding social phenomena.

Interviews were used to collect data from the participants because it allowed the researcher to gain valuable insights into their opinions, feelings, emotions and experiences which needed in-depth, detailed exploration (Denscombe, 2010:173-4). Interviews are also appropriate when a researcher has occasion to collect sensitive or privileged information. Interviews provide a great deal of detailed and useful information as well as being a flexible tool for data collection (Leedy & Ormrod, 2005:146; Cohen, Manion & Morrison, 2008:349) They present opportunities for participants to express their own points of view and their interpretation of phenomena. In

conducting interviews the researcher asks questions about a specific issue and phenomenon and the interviewees provide information that is as detailed as possible (Cohen, Manion & Morrison, 2008:348). Interviews allow the interviewer to build a rapport with the participants and the interviewer is, thereby, able to encourage the interviewees to answer questions openly and honestly. The interviewer has the opportunity to explain the question if it has not been understood. Although interviews have the disadvantages of being time consuming and expensive, the response rate is much higher than other data collection methods (Basil, 2010:101).

Qualitative interviews can be conducted in different ways. These include individual, one-on-one interviews; focus group interviews; and telephone or online interviews. In this study semi-structured, one-on-one interviews were used to interview school principals. Questions were prepared and probing questions elicited more detailed responses from the participants. The probing questions were linked to the prepared interview questions (Basil, 2010:102). The interviews were structured and the responses of the participants were open-ended (Denscombe, 2010:175).

One-on-one interviews with deputy principals and heads of departments were also conducted. The researcher asked the participant questions and recorded the answers (Creswell, 2008:226). The advantages of using this type of interview were that the views and opinions of each participant were expressed and recorded. In this study the researcher did a pilot interview session with the SMTs at the researcher's school to ensure that the questions asked what the researcher intended to ask. The response from the pilot sample indicated that the questions asked had the potential of yielding rich responses.

### ***1.8.2 Data Collection – Survey Questionnaire for Teachers***

Questionnaires were used as a data collection instrument with the teachers. Questionnaires were designed and used for collecting structured and numerical data and they were administered without the researcher being present (Cohen, Manion & Morrison, 2007:317). The questionnaire was piloted before administering it to the participants to test its credibility and trustworthiness (Cohen, Manion & Morrison, and 2007:341). The questionnaire was, then, refined and the necessary changes were made. The Likert Rating Scale was used to provide a range of responses (Cohen, Manion & Morrison, and 2007:326). The limitation of using this type of questionnaire was an inability to determine if the participant was telling the truth (Cohen, Manion & Morrison, 2007:327). The following aspects were considered when the questionnaire was designed: the

clarity of questions, instruction and the layout of the questionnaire. Ambiguous and difficult questions were eliminated and redundant or irrelevant items were deleted.

### ***1.8.3 Participants and Sampling***

The sample consisted of a small group of individuals from the target population that the researcher intended studying (Creswell, 2008:152). Neuman (2006:219) suggests that the main purpose of sampling is to obtain specific cases, events or actions that can clarify and deepen understanding. In qualitative research it is necessary to find cases that will allow the researcher to learn more about the processes of social life in a specific context (Neuman, 2006:145). It is, therefore, important that the researcher identifies the sample in accordance with the research question that needs to be answered (Leedy & Ormrod, 2005:145).

Purposeful sampling was used because the research intended to involve participants who would provide the most useful information about the phenomenon under study. That sample was chosen for a specific purpose (Cohen, Manion & Morrison, 2008:115). SMTs and teachers at schools were chosen because they would be able to share information on how they create a collaborative school culture for the implementation of school-based continuous professional development programmes. The researcher would obtain in-depth information from the participants. The participants in this study were selected from three primary schools in each of the south Durban areas of Merebank, and the Bluff. They included members of SMTs from each of the selected schools who were interviewed and all the teachers in the schools who were given questionnaires to complete. The total number of participants consisted of 8 members of SMTs and approximately 60 teachers.

### ***1.8.4 Data Analysis – Interview Analysis***

The interviews were audio-recorded and the key points jotted down during the interview sessions. At the conclusion of the interview, the key points were developed into detailed notes while still fresh in the memory of the researcher. The interviews were transcribed verbatim by the researcher and coded line-by-line to provide in-depth information (Basil, 2010:114). The codes were used to reduce large amounts of raw data to smaller, more manageable units which allowed the researcher to quickly identify the important and relevant information (Neuman, 2006:460). The codes were clustered into categories and several themes were identified from the categories.

### **1.8.5 Questionnaire Analysis**

According to Cohen, Manion and Morrison (2007:347), the first step in questionnaire analysis is data reduction which is the coding of data to prepare it for analysis. The questionnaires were edited and errors made by the respondents were identified and corrected. The questionnaire was then checked for completeness. All the questions were checked for accuracy. The process of coding entailed the assigning of a code number to each answer (Cohen, Manion & Morrison, 2007:348). The results were described and explained in relation to each research question. Graphs were used to corroborate the findings with those from the interviews.

### **1.9 Credibility and Trustworthiness in Qualitative Research**

In qualitative research the credibility of the study is ensured through the honesty, depth, richness and scope of the data obtained and the triangulation and objectivity of the researcher (Cohen, Manion & Morrison, 2007:133). The trustworthiness of the study is determined by neutrality, confirmability, dependability, consistency, applicability and transferability of the research (Cohen, Manion & Morrison, 2007:148). In qualitative research trustworthiness is congruent with what the researcher records as data and what really takes place in the natural setting (Cohen, Manion & Morrison, 2007:149).

Credibility and trustworthiness of the study can be determined in various ways. To ensure credibility in qualitative research, the researcher should choose an appropriate time-frame for the research; ensure sufficiency of resources; select an appropriate methodology to answer the research question; and select the appropriate instrumentation to gather data. Replication should be used to ensure trustworthiness, i.e. the same method and sample should be used to obtain the same results (Cohen, Manion & Morrison, 2007:144). Cohen, Manion and Morrison (2007:150-1) maintain that the credibility and trustworthiness of interviews can be ensured by adhering to the following:

- Not changing sampling instructions and, thus, preventing biased sampling.
- Establishing a good rapport with the interviewee so that a relationship of trust is formed.
- Using effective prompting and probing to elicit further details without causing harm or embarrassment to the participant.
- Using consistent coding of responses.



- Being honest in the transcription of data.
- Handling difficult interviews appropriately.

The interviewer avoided asking leading questions and gave the participants an opportunity and enough time to answer the questions. The interviewer played the role of an active listener during the interviews. Another important issue in the credibility and trustworthiness of interviews was to determine whether the participants were truthful in their responses. An interview that gathers factual information can be verified by other sources, but interviews of a more personal nature that deal with emotions, feelings and other sensitive issues can be more difficult to verify (Denscombe, 2010:188).

In this study, the data was verified by triangulating the data from the questionnaires and the data from the interviews to corroborate the information obtained from the different participants. The researcher did member-checking by asking the participants to confirm the accuracy of the information (Denscombe, 2010:189). The external audit of the research process in this study was carried out by an external critical reviewer who provided feedback on the strengths and weaknesses of the study (Creswell, 2008:267).

### **1.10 Ethical Aspects of the Study**

Before embarking on any research that uses human subjects as the focus of the investigation, it is imperative to closely consider the ethical implications of the research (Leedy & Ormrod, 2005:101). Cohen, Manion and Morrison (2007:51) are of the opinion that researchers are faced with a major ethical dilemma of striking a balance between the demands placed on them as researchers in search of the truth and taking into consideration the rights of their participants which could be threatened by the research. It is, therefore, vital that ethical practices are observed and followed in all the steps of the research process (Creswell, 2008:11).

Cohen, Manion and Morrison (2007:51) identify the following set of ethical considerations that researchers should address in planning research:

- Gaining access to, and permission for, conducting research.
- Informed consent.
- The researcher ensures privacy, anonymity, confidentiality and acts against betrayal and deception.

The informed consent of the participants must be obtained by the researcher before they participate in the study. According to Basit (2010:60), obtaining the informed consent of participants means that they agree to take part in the research project after they have been fully informed of the facts pertaining to the research. This means that they are made aware of the nature of the research; what their involvement in the study will be; what will be done with the data collected; their right to refuse to participate in the research and to withdraw at any time; whether they are going to be exposed to any stress, pain or other risks; that their participation is voluntary; and that the rights of the participants will be respected by guaranteeing that their responses will be anonymous and confidential (Cohen, Manion & Morrison, 2007:52; Butler-Kusber, 2010:17; Basit, 2010:60; Leedy & Ormrod, 2005:101-2).

The researcher negotiated acceptance of, and access to, the research site before starting the study. Letters for permission were written and delivered to the Department of Education and school principals before accessing the schools as it is important for a researcher to respect the research site where the research is to be conducted. The researcher honoured the research site by not disturbing and disrupting the daily activities of the teachers and learners as well treating the principal, teachers and others with respect (Creswell, 2008:14).

Leedy and Ormrod (2005:102) suggest that any research study should respect the participants' rights to privacy. This means that under no circumstances should a research report identify the participants or reveal participants' responses or behaviour. The participants' rights to privacy should be respected in terms of sensitive information that is shared by ensuring that information obtained from them cannot be traced back to them. The participants' rights to privacy also include the right to refuse to participate in the research; not to answer questions or be interviewed; or have their homes intruded upon.

Participants' rights to anonymity means that information provided by them in no way reveals their identity to others. The researcher made use of codes to identify participants and password protected files (Cohen, Manion & Morrison, 2007:64). When interviewing participants their identities were kept anonymous by using codes to report the data (Basit, 2010:61). Confidentiality is linked to privacy and anonymity and is another way of protecting participants' rights to privacy (Basit, 2010:61; Cohen, Manion & Morrison, 2007:65). Although the researcher knew the identity of the participants, their names were not used and, therefore, the participants

were not exposed to any cause, harm or embarrassment. Deception occurs when people are not told that they are part of a research study; when they are not told the truth about the nature of the study; or when people are used in a way that is degrading and dehumanising (Cohen, Manion & Morrison, 2007:66). In this study the researcher provided participants with details of the study, including how the interviews were to be conducted and how the questionnaires would be administered.

Another ethical aspect that a researcher should consider is the importance of reporting the research fully and honestly (Creswell, 2008:12). This shows respect for those reading and using information from the study. According to Creswell (2008:12) research can be fully and honestly reported in the following ways:

- By not changing or altering the findings.
- By providing the participants with preliminary copies of the work.
- By not plagiarising the works of others and crediting all sources.
- By being free of jargon so that those reading it are able to understand it.

In this study the researcher ensured that all ethical concerns were adhered to.

### **1.11 Significance of the Research**

The findings of this research may be relevant and of value to the following:

- School management in identifying the role of the principal in the professional development of teachers and strategies used in schools.
- Teachers may benefit from the insights of this study and may be encouraged to take an active role in identifying their own professional development needs.
- Officials at provincial and national levels could consider recommendations made in the study to inform policy developers at schools and at provincial and national levels with regard to developing and implementing a professional development policy for schools.
- Future researchers could make use of this contribution to the literature on professional development.

### **1.12 Outline of the study**

**Chapter 1** introduces the study by outlining the background of the study, the rationale, problem statement, purpose statement, aims and objectives, theoretical framework, research design and methodology, credibility of the study, ethical aspects and significance of the study.

**Chapter 2** is a review of the relevant literature on continuous professional development. An in depth study of both international and African literature was conducted.

**Chapter 3** provided a detailed account of the research design and methodology used in the study, the data collection instruments such as interviews and questionnaires are explained in detail.

**Chapter 4** presents the findings and analysis of the qualitative and quantitative data.

**Chapter 5** synthesises and consolidates the findings of the study by providing a summary, making recommendations and drawing conclusions.

### **1.13 Conclusion**

This chapter has given the background and rationale for the study. The problem statement, research questions and methodology have been discussed. The next chapter, Chapter 2, provides a review of the relevant literature on continuous professional development.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1. Introduction

The previous chapter introduced this study by outlining its rationale, the problem statement and its aims and objectives. A brief discussion of the rationale, research methodology, theoretical framework, credibility of the study, ethical aspects and significance of the study was also given. This chapter presents a review of the relevant literature, the background and context of the research problem and the justification for this study. The literature review includes a discussion of the current state of professional development in South Africa and internationally and its impact on teachers' learning and development. Teachers in South Africa have been identified "as key agents of change" and they play a vital role in bringing about the much needed transformation of education (Adler & Reed, 2002:7). To be able to effect changes, teachers need to be involved in the on-going professional development activities at their schools. Continuous professional development plays an important role in all professions and teaching should not be an exception. In this study continuous professional development is regarded as encompassing on-going training activities that teachers participate in to improve their own professional practice as well as their personal development. This study is based on the assumption that continuous professional development should fulfil the function of keeping teachers updated on new teaching practices. It should also increase the teachers' job satisfaction and commitment to their work. The development and growth of teachers should focus on both the personal and professional aspects of teaching.

#### 2.2 Understanding Continuous Professional Development

The term, continuous professional development, has become the latest one to describe the on-going development and training of professionals (Earley, 2005:229). Continuous professional development for teachers refers to the on-going learning and development of teachers - embracing both personal development and professional development (Wan & Lam, 2010). Bubb and Earley (2007:3) suggest that the continuous development of teachers refers to any professional development activities that teachers engage in to improve their knowledge and skills and, thereby, improve teaching and learning in the classroom. Continuous professional development is an on-going process that begins with initial teacher training and includes the development of teachers throughout their careers (Earley, 2005:231). Development is about individual and institutional improvement and includes all the educational, training and support activities in which teachers participate (Earley, 2005:231).

The sphere of education is a dynamic and complex one with constant changes being implemented to improve the quality and delivery of education. Policy and curriculum changes demand that teachers are equipped with the necessary knowledge and skills to cope in the classroom. Teachers need on-going professional development to meet the demands of an ever-changing educational system and to improve learner outcomes. The need to improve the professional knowledge and skills of teachers is crucial, given the fact that learner performance in South Africa tends to be measured by the quality of the teachers (Mestry, Hendricks & Bisschoff, 2009:475). It is, therefore, necessary to improve the quality of teacher performance through professional development so that learner achievement improves (Mestry *et al.*, 2009:465). According to Moletsane (2004:205) professional development should focus on the whole teacher and not only emphasise the development of pedagogical knowledge and skills. Teachers are faced with a plethora of social issues in their classrooms, such as poverty, HIV/AIDS, child abuse and teenage pregnancy - to name but a few - and they need to develop the skills necessary to cope with these challenges. Poorly resourced schools, work overload and constant changes to the curriculum add to their frustrations and the lack of motivation in the profession (Moletsane, 2004:205). Professional development that focuses on the teachers, their values, their pedagogical needs and on professional ethics will go a long way to restoring the commitment of teachers to their profession (Moletsane, 2004:205).

The school context has been identified as the best place for teachers to learn and develop as they are closely linked to the work in which they are involved (Wan & Lam, 2010:3). This school-based continuous professional development refers to the activities that take place in the school amongst teachers and includes problems that are unique to that particular school (Boaduo, 2010:76). It is, therefore, necessary that schools identify the needs of the teachers because each school is unique in context and needs when planning the professional development of its teachers (Boaduo, 2010:76). On-going and continuing professional development should be a part of the school culture as it is an important responsibility of the school to develop quality teachers (Earley, 2005:228). Schools that invest in human resource development and that value their teachers are more successful in their outcomes because they place an importance on ‘workplace’ rather than ‘workshop’ training (Earley, 2005: 229-236).

Strong and effective leaders play a major role in ensuring that the professional development of teachers is successful (Steyn, 2010:161; Guskey, 2009:230). These are leaders who are actively

involved in the learning process by being committed to identifying the individual needs of teachers; by providing relevant professional development to meet these needs; and by collecting evidence that professional development has taken place. As a leader, the principal creates a collaborative culture in the school; fosters open communication; and respects the opinions of the teachers (Lambert, 2003). In their literature review Gimbel *et al.* (2011:28) identify the strong principal as a leader who fosters relationships through formal and informal evaluation; who encourages positive dialogue between everyone at the school; and who plays an important role in the teachers' professional growth.

### **2.3 The Need for On-going Continuous Professional Development**

The traditional model of CPD takes place in the form of short courses, workshops and meetings held outside the school (Steyn, 2011:217). This model is based on the assumptions that children learn when teachers obtain knowledge from outside expertise; that professional development is a process whereby information is shared by a facilitator outside the school with the teacher who takes it back into the classroom; that professional development for teachers is a description and demonstration of practices proven to be effective by research which teachers should apply in their classrooms; and that teachers use these practices in their classrooms with little or no change in implementation (Waldron & Mcleskey, 2010:63). This model assumes that teachers play a passive role in professional development (Waldron & Mcleskey, 2010:63). Teachers are often unable to implement effective changes when the new knowledge and skills are acquired outside their school context - as in the practice of the traditional form of professional development (Moletsane, 2004:206). This is because teachers return to a school environment that has not changed to accommodate their new knowledge. In the traditional professional development model it is assumed that teachers will implement their newfound knowledge and there is no further consultation, follow-up or feedback (Waldron & Mcleskey, 2010:63). When this traditional model is used, change is seen as a difficult process which teachers tend to resist or they show a lack of commitment because the experts outside the school are considered to have a power over teachers who are passive participants in the process (Waldron & Mcleskey, 2010:63).

A study by Steyn (2010:170-171) on how educators in South Africa perceive continuing professional development focuses on the social constructivism theory which assumes that learners acquire new knowledge based on what they already know. The aim of the study was to elicit the participants' views and opinions of continuous professional development from four schools in South Africa - selected on the basis of their accessibility to the researcher. The data

was collected using focus group interviews and consisted of Level 1 teachers, heads of departments and deputy principals. Three principals were also interviewed. The findings show that all the participants expressed dissatisfaction at the professional development programmes provided by the Department of Education. They considered the programmes to be disjointed; of little practical value; and not relevant to the teachers needs. The poor quality of the programmes was blamed on ineffective facilitators who were far removed from the classroom and what occurs at grassroots level. The participants felt that these short courses had no impact on improving their schools and was a waste of money.

Steyn's (2010:174) conclusion that on-going CPD for teachers is vital and should take priority if learner achievement is to improve is justified in this literature review and places this study in perspective. The study investigates how CPD is provided for teachers at schools and how it is managed by the SMTs. While Steyn investigates teachers' perceptions of continuous professional development using a qualitative research design, this study explores how SMTs manage school-based CPD using a mixed methods research design. The similarity of this study and the previous study by Steyn is in the reference to the National Policy Framework (NPF) for teacher education and development in South Africa which is used as the basis of the study.

CPD should be a part of everyday teaching and should not be an afterthought or a quick-fix solution to problems that arise. Schools should be places of learning - not only for learners but for teachers as well. As much as this seems to be a valid argument, the personal and professional development of teachers does not seem to be regarded as a priority in most schools. The majority of schools prioritize the teaching and learning of the learners at school and pay little attention to the teachers' development. The lack of resources for developing teachers further complicates the matter (Earley, 2005:233). If CPD is to succeed, it must be effective; take precedence; and be adequately resourced. Hunzicker (2010:2) refers to effective professional development as activities that allow teachers to be actively involved in learning opportunities that are supportive, relevant, focused on instruction, collaborative and on-going. This is developed by Guskey (2009:229) who identifies time, collaborative problem-solving, school-based CPD and strong leadership as the core elements of effective professional development.

#### **2.4 The Need for School-Based CPD**

The literature identifies the school context as the ideal place for the continuous professional development of teachers (Steyn, 2011:45; Boaduo, 2010:76; Nabhani & Bahous, 2010:211; Wan



& Lam, 2010:3). School-based CPD should not be seen as a means of making up for the weaknesses and limitations of traditional professional development. It is a means to provide schools with opportunities to identify and find solutions to problems that are unique to its context. Such an approach is highly likely to focus on training that is relevant and beneficial to the concerns of the teachers.

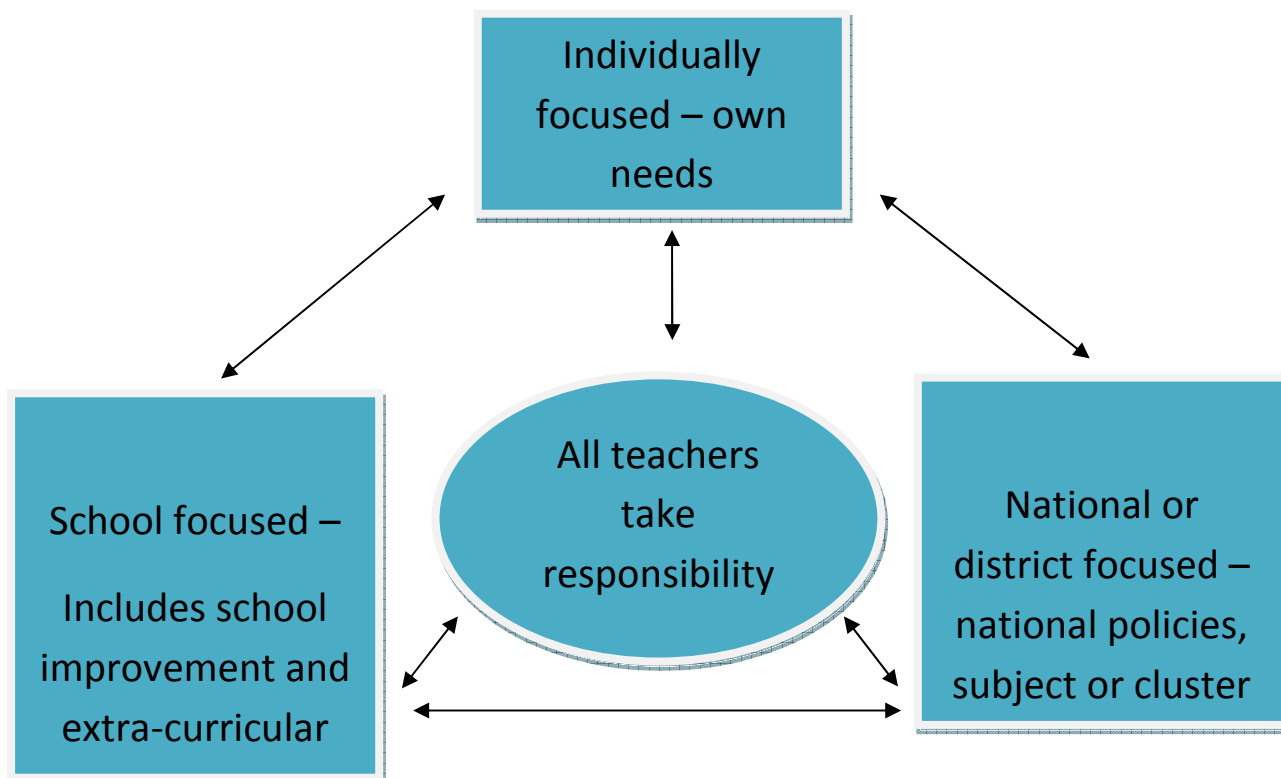
Boaduo's study on school-based continuing professional teacher development in the Eastern Cape examines the nature of school-based in-service education. The study was undertaken to identify solutions for the weaknesses and limitations of traditional professional development. One of the recommendations of the study is the call for school-based in-service training for continuous professional teacher development in the Eastern Cape. The school-based in-service training of teachers requires teachers to work as teams in developing their colleagues (Boaduo, 2010:76). The findings in this study reveal that 92% of the teachers prefer school-based education and training. The reason for this overwhelming majority is that SMTs at schools can provide more relevant and practical professional development based on the teachers needs that can be identified through the IQMS process. The arguments are that SMTs can organise and supervise these programmes; that teachers understand the culture and climate of their schools; that teamwork is encouraged; and that teachers do not have to leave their classes during contact time to attend professional development courses/workshops (Boaduo, 2010:81). Boaduo's study was conducted in the Eastern Cape and did not include other provinces in South Africa. The current study - although similar to Boaduo's - focuses on exploring school-based CPD and how it is managed. The second difference is that this study was conducted in KwaZulu-Natal and not in the Eastern Cape. The third difference is that the participants in this study are SMTs and Level 1 teachers whereas in Boaduo's study the sample consisted of teachers only.

To support teachers, in their professional development the learning activities in which they participate must be well-planned and organised. In the twenty-first century professional development is changing in focus from teaching to teacher learning (Collinson, Kozina, Lin, Ling, Matheson, Newcombe & Zogla, 2009:7) in terms of both personal and professional development. Such development needs to be well planned and coordinated (Moletsane 2004:206). SMTs and teachers need to be transformed and the schools need to become collaborative environments that support teacher learning and development. Researchers, like Yates (2007:291), Steyn (2010:162), Hunzicker (2010:6), Moletsane (2004:208), Langer (2004:20), Earley (2005:624) and Gimbel *et al.* (2011:20), support and highlight the importance

of collaboration in the implementation of continuous professional development programmes in schools. The motivation for a collaborative environment is that it offers teachers a sense of ownership in their school and in their self-development. Teachers are given the opportunity to share their knowledge and skills with other educators (Guskey, 2009:230; Steyn, 2010:162). Through collaboration teachers become actively involved in their own learning by identify their specific professional development needs (Hunzicker, 2010:6). A collaborative school culture creates a positive school environment where teachers are evaluated, trained and developed. They are given the opportunity to talk about their needs and concerns (Boaduo, 2010:77).

According to Mestry *et al.* (2009:479), teachers' professional development needs should be identified during the IQMS process. The Developmental Appraisal System (DAS), which is a component of IQMS, is used to appraise teachers. It identifies areas of strengths and weaknesses in individual teachers and determines what professional development is needed (ELRC, 2003). Identifying teachers' needs by appraisal or performance management is an integral aspect of professional development and no professional development should take place without first establishing what teachers know and what they can do (Earley, 2005:234). Traditional professional development in South Africa does not provide an opportunity for teachers to voice their training needs. Teachers need to take ownership of professional development so that it becomes relevant and meaningful to them. Moreland (2009:745) maintains that the implementation of this performance management presents a challenge to the SMTs of schools in their attempt to convince the teachers that professional development is not only about attending courses but encompasses a much wider variety of activities. These activities include sharing their expertise with other teachers and being involved in decision-making and problem-solving.

In a collaborative school culture teachers willingly participate in these activities. The SMTs play a vital role in creating this collaborative climate in schools. The SMTs spend most of their contact time with the teachers and they can, therefore, assist the principal in identifying and prioritising areas that need developing (Steyn, 2011:47). Early (2005:236) suggests a framework for the CPD that teachers need. This framework – illustrated in Figure 1, given below - is based on three areas: the first is individually focused and the activities look at the teachers' individual needs - as identified by the teachers; the second is school focused where professional development is identified in the school development plan and involves all the teachers in a particular school; and the third is national or district focused which entails professional development provided by the National Department of Education.



**Figure 2.1: CPD Framework** (adapted from Earley, 2005)

Mestry *et al.* (2009:488) recommend that SMTs should be responsible for professional development at schools. They should encourage teachers to be involved in professional development activities that will improve their knowledge, skills, values and attitudes for better classroom management. Through the principal, the SMT plays a very important role in creating a collaborative school culture that is conducive to teaching and learning. Part of this collaborative school culture is feedback on the teachers' development. One of the greatest downfalls of traditional professional development has been the lack of feedback and follow-up to programmes that the teachers attended - teachers need feedback on their development (Steyn, 2010:162). They need to know whether or not they are making any progress. They need to be given opportunities to discuss the successes or failures of professional development programmes. These discussions will give rise to further professional development which will be on-going and relevant.

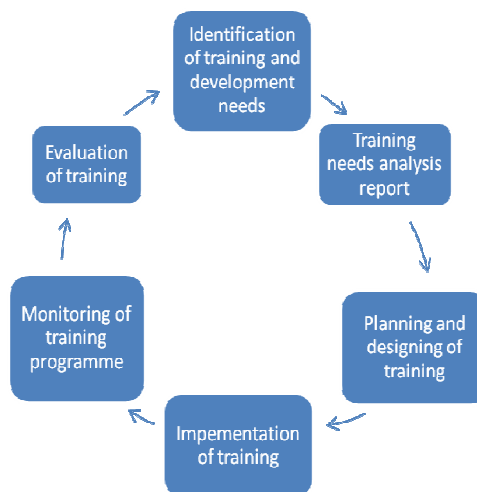
The SMTs need to lead by example by participating in professional development activities themselves (Coleman & Earley, 2005:233). According to Woods *et al.* (2009:254), school improvement would not be possible if the SMT of the school is not professionally developed and, therefore, SMTs also require on-going professional development. The SMT that attends professional development will show teachers that it leads by example and, thereby, motivates

teachers to do the same. This involvement in professional development also enables the SMT to evaluate programmes and to recommend appropriate professional development for the teachers. The NPF (DoE, 2007:18) identifies school-driven programmes as one of the four types of CPD for teachers. Steyn (2011:213) points out that there is limited research on how CPD - as it is described in the NPF - can address the creation of collaborative school cultures so that collective learning takes place. Steyn states further that the policy cannot be successful unless there is collaborative learning in schools. Yates (2007:219) identifies a gap in the creation of a collaborative school culture by pointing out that there have been few opportunities for sharing with other teachers at schools because most professional development programmes are not school-based. Collaboration is an element that could enhance the context of the school which has an influence on continuous professional development programmes (Guskey, 2009:209). The approach of the 'one size fit all' model cannot work well because each school is different and unique in terms of context, location, socio-economic factors, teachers, learners and the school community. What may be successful in one school may not work well at another school. Guskey (2009) maintains that the most powerful content will have little value in a context that is not prepared for it. Therefore, professional development programmes that are not suited to the context of a school will not be successful.

Collaborative school culture is a fairly new concept within the South African educational system and may prove to be difficult to implement. Waldron and Mcleskey (2010:59-60) point out that there are no easy answers on to how collaborative school cultures develop. It is a time-consuming process that may take several years to achieve. They identify several barriers to the implementation of collaborative school cultures. The first barrier is that collaborative professional development is time-consuming and expensive and can only be implemented slowly and with fewer teachers and schools than traditional development. A study conducted by Wan and Lam in Hong Kong titled, *Factors affecting teachers' participation in continuing professional development (CPD): From Hong Kong primary school teachers' perspectives*, identifies time as the greatest challenge in attending CPD. Time constraints are a barrier at present when schools are not fully collaborative contexts and these will definitely pose a challenge in the future when schools try to adopt collaborative cultures. Educational funding in South Africa also poses a huge challenge. The second barrier is the lack of a collaborative culture in schools. As teachers still work in isolation (Yates, 2007:219), to establish truly collaborative cultures they need to work, teach and learn from others (Waldron & Mcleskey, 2010:64).

## 2.5. The Need for Effective Leadership in Developing Collaborative School Cultures for School-Based CPD

The need for professional development is highlighted by the fact that schools need trained and committed teachers who, in turn, need effective leadership from principals and SMTs to meet the aims of education (Bush, 2007:391). Mestry *et al.* (2009:475) concur with the argument that effective leadership is important in professional development and in creating a collaborative school environment. SMTs are responsible for the professional development of teachers in schools and they should encourage teachers to attend professional development activities. Effective leadership requires the active involvement of principals in the learning and development processes of their teachers (Steyn, 2011:430). CPD that is effectively managed ensures that teachers are supported and that environments are conducive in allowing teachers to work together; to develop; and to improve their performance in the classroom (Earley, 2005:233). A literature review conducted by Woods *et al.* (2009:254) suggests that school improvement is linked to the leadership of principals. Principals, therefore, play a vital role in the learning processes of teachers by identifying their needs and by ensuring that they receive suitable training. As illustrated in the following figure, Figure 2.2, Earley (2005:23-234) identifies six stages in the training and development cycle.



**Figure 2.2: Six Stages in the Training and Development Cycle** (Adapted from Earley, 2005)

The principal's role in providing professional development for teachers contributes to a large extent to teacher effectiveness (Gimbel *et al.*, 2011:20). Principals should lead by example; they should encourage transparency in their relationship with teachers regarding professional development; and they should support the learning of teachers to make schools better places for teaching and learning. Principals and SMTs should ensure that teachers are involved in decision-

making processes as well as in the planning of professional development activities. It is important to provide feedback so that teachers may use this feedback to identify their needs and goals (Gimbel *et al.*, 2011:21). The involvement of principals in staff development promotes the building of collaborative cultures in schools (Fahey, 2011:1).

The core elements of effective leadership are also identified by Guskey (2009:229) as crucial in ensuring successful and effective school-based CPD. Principals should be both managers and leaders in the school context. As managers they are responsible and accountable for planning, directing and controlling the acquisition, allocation and distribution of resources at their schools (Marishane, 2011:6). As leaders of change principals provide teachers with direction (Marishane, 2011:5) by working with them and by constantly being in contact with them. Principals are expected to lead by organising, influencing, guiding and motivating their teachers to perform to the best of their ability when carrying out their tasks (Marishane, 2011:6). These are also the principles of management contained in Fayol's Administrative Theory. Effective leaders recognise school-based continuous professional development programmes and display strong leadership qualities. As leaders principals are expected to make time for continuous professional development programmes and encourage collaborative problem-solving in their schools (Guskey, 2009:230-1). The collaborative principal creates a collaborative atmosphere in the school; provides teachers with opportunities for feedback; encourages open and trusting relationships in the school; provides opportunities to reflect on ideas; and encourages team work by means of regular meetings. However, it must be noted that according to Coleman (2011:300) there is not much literature on collaborative leadership because it is a fairly new concept. Creating collaborative, reflective and professional learning communities is not a simple task as schools are not, particularly, learning communities by nature. Many schools are still isolated and struggle with the creation of a collaborative environment. There is also little time for reflection, collaboration and insufficient support from national, provincial and district offices. Even though SMTs make some effort to create collaborative school cultures, it remains to be seen if this is encompassed in all spheres of their schools.

## **2.6 Conclusion**

This chapter has reviewed the relevant literature and has highlighted the gaps that have informed the basis of this study concerning the need for the on-going, continuous and relevant professional development of teachers. The importance of effective leadership in developing collaborative school cultures for school-based continuous professional development was also identified. The

next chapter, Chapter 3, presents the findings and analysis of the research.

## CHAPTER 3

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1 Introduction

This chapter describes the research design and methodology used in this study. A Triangulation Mixed Methods design was selected and this chapter explains the key characteristics of this design. Mixed Methods Design has been defined by leading researchers (Tashakkori & Creswell, 2007) as research design in which the investigator collects and analyzes data, integrates the findings, and draws inferences using both qualitative and quantitative approaches and methods in a single study. In this study, mixed method design provided an opportunity for collecting statistical data and interview narratives which expanded the research and provided more comprehensive findings. A single-approach design if quantitative might only include experiments or questionnaires to determine cause and effect regarding a specific issue. While qualitative methods like observation and interviews may only tell the story of why a problem has arisen. A mixed-approach design therefore uses the strengths of both methodologies to provide a broader perspective on the overall issue.

This study is based on the research assumption that quantitative and qualitative research can be combined in a single study, taking into consideration the strengths and weaknesses of both methods. The focus, however, is primarily on the strengths rather than the weaknesses of both methods to better understand the phenomenon under investigation (Onwuegbuzie & Leech, 2005:377). While the advantage of using quantitative methods such as questionnaires may reveal an anomaly that wasn't evident in observation or interviews, interviews on the other hand if used in combination with questionnaires may enrich the study by providing nuances that can't be captured in surveys data. In addition, qualitative research focuses on multiple answers especially in doing interviews, a variety of views regarding the phenomenon is revealed. Such information may differ from one participant to the next and this provides different perspectives of the phenomenon under study.

Another strength of qualitative research is the ability to collect data in a naturalistic setting, providing the researcher with the opportunity to understand and describe the participants own experiences of the phenomena under study and to describe in rich detail the phenomena under study (Johnson & Onwuegbuzie, 2004:20).



### 3.2 Research Paradigm

The research paradigm in this study is a pragmatic approach. A paradigm is defined as the worldview or set of beliefs of a researcher in the approach of a study (Morgan, 2007:50). It refers to the researchers' ways of experiencing and thinking about the world in which we live (Morgan, 2007:50). Each researcher brings to the study their own worldviews or set of beliefs which impacts the way the study is conducted and written. There are several paradigms associated with qualitative or quantitative research. In mixed method design pragmatic paradigm is commonly used. Pragmatic researchers believe that the research method used in a study should be determined by the research questions (Onwuegbuzie & Leech, 2005:377). A pragmatic approach in this study enabled the researcher to use mixed methods and to employ different approaches to answer the research questions that could not be answered using a single method (Doyle, Brady & Byrne, and 2009:175). The research questions asked in this study guided the researcher in choosing Mixed Methods design. A positive attitude to both research methods enabled the researcher to use quantitative data to support qualitative data (Onwuegbuzie & Leech, 2005:383).

In this Mixed Method study the researcher began with a qualitative approach using semi-structured interviews to collect data about the phenomenon. Qualitative study offered the researcher the opportunity to provide detail and descriptive data. The researcher then used a quantitative tool, in this case a questionnaire to validate or invalidate interview data. The researcher worked under the assumption that semi-structured one-on-one interviews with the SMTs would not yield substantive data. The questionnaire was selected to strengthen the data and to increase the credibility and trustworthiness of this study. In using the pragmatic approach both empirical and descriptive data were an essential aspect of the study. A Triangulation Mixed Methods approach offered greater opportunities to delve deeper into the data collected to understand its meaning as well as to corroborate findings from the other method (Onwuegbuzie & Leech, 2007:384). Triangulation offered greater validity in the study by corroborating the qualitative and quantitative data (Doyle *et al.*, 2009:178).

The working assumption for qualitative data collection was based on the ontological and epistemological assumptions of the researcher. The ontological assumption of this study was the belief that there are multiple realities. The reality of the knowledge of the management of CPD is real in terms of the experiences of the participants. The epistemological assumption was based on how we, as human beings, look at the world. It is concerned with how we come to know things;

how reality can be known; and how others come to know things (Doyle *et al.*, 2009:176). The knowledge of the management of CPD would be constructed from the experiences of the participants.

This naturalistic approach to data collection enabled the researcher to interpret and understand the world from the viewpoint of the participants which was a valuable source of information in the phenomenon under investigation (Cohen *et al.*, 2007:19). The data collected was described in detail and based on the participants' viewpoints and it was collected in a setting where the participants were not removed from their natural setting (Johnson & Onwuegbuzie, 2004:20). In using qualitative data collection as research instrument the researcher was not detached from, but rather directly involved in, the study (Cohen *et al.*, 2007:168).

Quantitative data collection enabled the researcher to be independent and objective as well as use a larger sample of participants to test the hypothesis (Doyle, 2009:177). The use of a survey questionnaire allowed the researcher to avoid bias in the research process by administering the questionnaires to the teachers without having to be present. The teachers who participated in this study were selected based on their personal involvement in the process of CDP at their respective schools. They are therefore directly affected by the CPD offered to them. Their participation in the study enabled them to share their own experiences of the successes and failures of CPD at their schools.

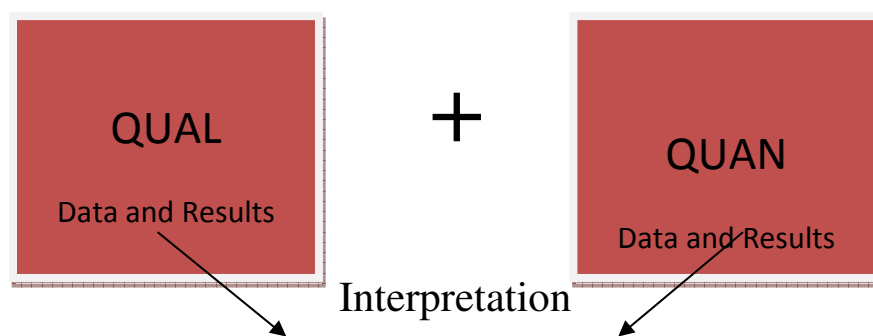
### **3.3 Research Design**

The research design used in this study was a Triangulation Mixed Methods Design. The Mixed Method Design is recognised as a third alternative approach after Quantitative Research and Qualitative Research (Johnson, Onwuegbuzie & Turner, 2007:112). According to Leech and Onwuegbuzie (2009:226), the Mixed Method Design "is still in its adolescence." This implies that this method is still relatively new in its use in research and little is known about it (Leech & Onwuegbuzie, 2009:226).

The mixed method design is a complex concept that is defined in different ways by different researchers (Johnson *et al.*, 2007:119). Creswell describes the Mixed Method Design as one in which the researcher collects, analyses and integrates both qualitative and quantitative data in one study (Johnson *et al.*, 2007: 119). Bazeley (Johnson *et al.*, 2007:119) defines Mixed Methods Research as using more than one approach or method of design, data collection and data analysis

in one study. Mixed Methods Research is the simultaneous use of both qualitative and quantitative data collection and data analysis to increase the validity of a study, instead of using a single method (Currall; Preskill; Kelle in Johnson *et al.*, 2007:119 & 121). Michael Patton (Johnson *et al.*, 2007:120) reinforces this statement by stating that Mixed Methods Research uses different data sources and elements of design in a way that supports the triangulation of the findings. By using a mixed methods design, the researcher created the possibility of a richer, thicker and more meaningful collection of data to answer the research questions.

In triangulation the mixed method design qualitative and quantitative data is collected simultaneously– illustrated in Figure 3.1, below. The data is analysed separately and interpreted to understand a research problem (Creswell, 2008:557).



**Figure 3.1: Triangulation Mixed Methods Design** (Adapted from Creswell, 2008)

The rationale for using the Triangulation Mixed Methods Design was to combine the strengths of both qualitative and quantitative research to provide a better understanding of the research problem (Creswell, 2008:552). The process of triangulation occurred when the researcher compared the similarities and the differences of data obtained from qualitative and quantitative data sources (Creswell, 2002; 565). On its own qualitative data may not yield sufficient data to address the research problem in this study and, therefore, quantitative data was required to elaborate on how school management teams manage the school-based continuous professional development of teachers. It was intended that the findings from the quantitative questionnaires should support the data obtained from the qualitative one-on-one interviews to increase the credibility and trustworthiness of this study. The data that was collected resulted in a better understanding of the research problem. The results from the questionnaires balanced the weaknesses of the interviews. This is confirmed by Johnson *et al.* (2007:122) who maintain that common themes emerging from the various definitions offered by the different researchers

include Mixed Methods Research that provides a deeper understanding of the phenomena under study and allows for the triangulation of the findings.

The feasibility of the design was determined in terms of the skills needed to collect both qualitative and quantitative data, taking into consideration the time factor with regard to data collection and ensuring sufficient research and reading to acquire a good knowledge of the methods. The second step was to identify a rationale for using a mixed method study and this was to use the quantitative data to strengthen the qualitative data. The third step was to determine the data collection strategy. Although the data was collected simultaneously, it was decided that priority should be given to the qualitative data. Qualitative data was collected using one-on-one semi-structured interviews and quantitative data was collected using questionnaires. In the fourth step the qualitative, quantitative and mixed methods questions were developed using the research questions and the literature review as a guide. Step 5 was the data collection which was collected simultaneously. In Step 6, the data analysis step, the data was analysed separately. Finally, in Step 7 the report was written as a one-phase study (Creswell, 2008:567-569).

### **3.4 Data Collection**

In this study the researcher collected and analyzed both quantitative and qualitative data during the same phase of the research process. The two sets of results were merged into an overall interpretation. The purpose of collecting both qualitative and quantitative data was to obtain different but complementary data on the same topic. This design was used by the researcher to triangulate the methods by directly comparing and contrasting qualitative findings with quantitative statistical results for corroboration and validation purposes. A sample of the selected SMTs participated in the interviews. At the same time a larger sample of participants were purposely chosen for the survey and given questionnaires to complete. The participants chosen for the survey were the teachers. The purpose of the concurrent or triangulation approach is that the researcher would use the quantitative data to verify and extend the findings from the qualitative data collected from the SMTs.

### **3.5 Sampling**

A sample refers to a smaller group of the population that is representative of the population being researched (Cohen *et al.*, 2007:100). The sample must be appropriate to the focus of the research and the following factors must be taken into consideration during the sampling process:

- Sample size

- Representativeness of the sample to the population
- Access to the sample
- Sampling strategy (Cohen *et al.*, 2007:100).

### 3.5.1 *Qualitative Sampling*

Non-probability purposive sampling was used to intentionally select SMTs and schools that would help the researcher to answer the research question. SMTs were selected to participate in this study as they are involved in the daily management and running of the school. As professional leaders the principal and deputy principal could provide valuable information regarding their role in the management of the school-based CPD of teachers. HODs are directly involved in the supervision of teachers and they participate in professional development activities that update professional standards. They are, therefore, in an ideal position to provide information on the management of the school-based CPD of teachers. As these staff members make up the SMTs, they are able to share information on how they create a collaborative environment for the implementation of school-based CPD. They would also be able to discuss the successes, failures and challenges that they experienced in school-based professional development.

Two schools from Merebank and one school from the Bluff were selected as research sites. The schools selected are all Section 21 schools in the Umlazi District. These schools are located in two different residential areas, with the schools on the Bluff being ex-Model C schools. The schools are located in two different socio-economic areas with the schools on the Bluff being more ‘privileged’ and paying higher school fees than the schools in Merebank. The researcher wanted to compare the CPD in the two categories of school to establish the influence of socio-economic status of the schools on school based teacher development. In keeping with the characteristics of qualitative research, the sample size was a small one of principals (3), deputy principals (2) and heads of department (3) from primary schools in the Umlazi District.

### 3.5.2 *Quantitative Sampling*

A population is a group of people who display the same characteristics (Creswell, 2008: 151). In this study the population, ( $N = 60$ ), would be identified and given questionnaires to complete. Teachers at primary schools in the Umlazi District were the target population for this study. A target population refers to a group of individuals who have a common defining characteristic that

the researcher can study (Creswell, 2008: 151). A sample is a sub-group of the target population that the researcher has selected to study to make generalisations about the target population (Creswell, 2008:151). The sample in this study was teachers from two primary schools in Merebank and one primary schools on the Bluff in the Umlazi District.

Non-probability purposive sampling was used to select participants from the target population. The sample was chosen for a specific purpose. Teachers in primary schools were selected because they are involved in CPD and are directly affected by the CPD offered to them. Teachers chosen would be able to share their own experiences of the successes or failures of CPD at their schools. They would also be able to identify practices used by the SMTs to manage school-based CPD. They could give valuable insights because they were in the ideal position to provide the most useful information about the phenomena under study.

### **3.6 Data Collection**

The researcher ensured that data was collected in an ethical manner and that respect was afforded to the participants and the research site. Permission and informed consent was obtained before beginning with the collection of data. Teaching time and the running of the schools was not disrupted. The researcher made appointments with the principals before going to the schools.

#### **3.6.1 Qualitative Data Collection**

The data collection instrument for the qualitative aspect in this study was semi-structured one-on-one interviews with the SMTs. Interviews were chosen as a data collection instrument because they provide valuable and useful information that cannot be obtained by means of other data collection methods. Interviews allowed participants to provide more detailed information. The interviewer also has greater control during an interview as specific questions are asked to obtain information to answer the research questions (Creswell, 2008:226).

The researcher asked the participants' one question at a time and recorded their responses by using a tape recorder. An interview protocol was designed by the researcher which consisted of open-ended questions that were used during the interviews. The researcher used probing questions to encourage the participants to clarify and elaborate on what they were saying (Creswell, 2008: 234). The advantages of taking notes during the interviews were to clarify responses, confirm the accuracy of the information and also to check that the main points had been covered (Barton & Bartlett, 2009:89).

The process of collecting qualitative data is an intentional or purposeful one, with the research participants being selected for specific reasons. Qualitative data does not make generalisations but develops an in-depth study of a central phenomenon (Creswell, 2008:213). Therefore, in qualitative research participants and sites that are selected for a study are those that can best help the researcher to understand and answer the research question (Creswell, 2008:213).

The SMTs at the selected schools were interviewed using one-on-one interviews. The researcher aimed to determine how the SMTs at these schools manage school-based CPD and to identify the challenges they experience - especially in light of the fact that the two schools on the Bluff are ex-Model C schools whereas the schools in Merebank are traditionally classified as government schools. The researcher also intended exploring the strategies that contributed to successful school-based CPD and the reasons why it is successful in some schools and not in others.

### **3.6.2 Quantitative Data Collection**

Quantitative data collection was in the form of a survey questionnaire that was developed by the researcher to collect quantitative data. This questionnaire was aimed at Post Level 1 teachers who were directly involved in CPD either at their schools or outside the school. Being directly involved in these programmes, they were in a position to provide appropriate information on the successes and challenges they faced regarding CPD at their schools. The questions asked teachers about the SMTs management of CPD at their schools; how successful it was; and the challenges they faced.

The questionnaire was chosen as a method of data collection because it would be useful in the collection of a large amount of data from a large number of participants in a short space of time (Burton & Bartlett, 2009:76). The questionnaire was used to collect and compared data (Burton & Bartlett, 2009:82).

Structured, closed questionnaires were used because of the large sample size ( $N= 60$ ). According to Cohen *et al.* (2007:321), a researcher using a structured, closed questionnaire to observe patterns and make comparisons must pilot the questionnaire so that the final version covers all possible responses. This questionnaire was piloted at a school on the Bluff that was not included in the final study. The researcher made the necessary changes to the instrument, based on the responses and feedback from the sample of teachers who had completed and evaluated it (Creswell, 2008: 402).

The researcher kept in mind the research questions and the phenomena under study when formulating the questions. It is, therefore, important to be clear about what information is needed so that the questions asked would yield the required data (Burton & Bartlett, 2009:76). Each question should be specific; have a purpose; and be worded clearly and unambiguously (Burton & Bartlett, 2009:76). All the questionnaires were accompanied by a covering letter that included the title of the research; the name and the contact details of the researcher; the name of the university and the degree to be obtained; the purpose of the research; the benefits of the research; the reasons why the participants had been selected to participate in the research; informed consent; assurances of confidentiality and anonymity; and thanks to the participants for their co-operation (Cohen *et al.*, 2007:339-340).

The questionnaires were personally collected by the researcher to ensure a high return rate. They were then processed in terms of a process of data reduction (Cohen *et al.*, 2007:347) whereby data is coded to prepare it for analysis. However, before the data reduction the questionnaires have to be checked in a process called editing which helps to identify and eliminate errors made by participants (Cohen *et al.*, 2007:347). The questionnaires were checked to ensure that all questions had been answered accurately and that instructions and questions were interpreted accurately (Cohen *et al.*, 2007:348). The researcher coded the data by hand, collated and analysed it (Burton & Bartlett, 2009:80). Graphs were used to explain the data visually.

### **3.7 Steps in Data Analysis**

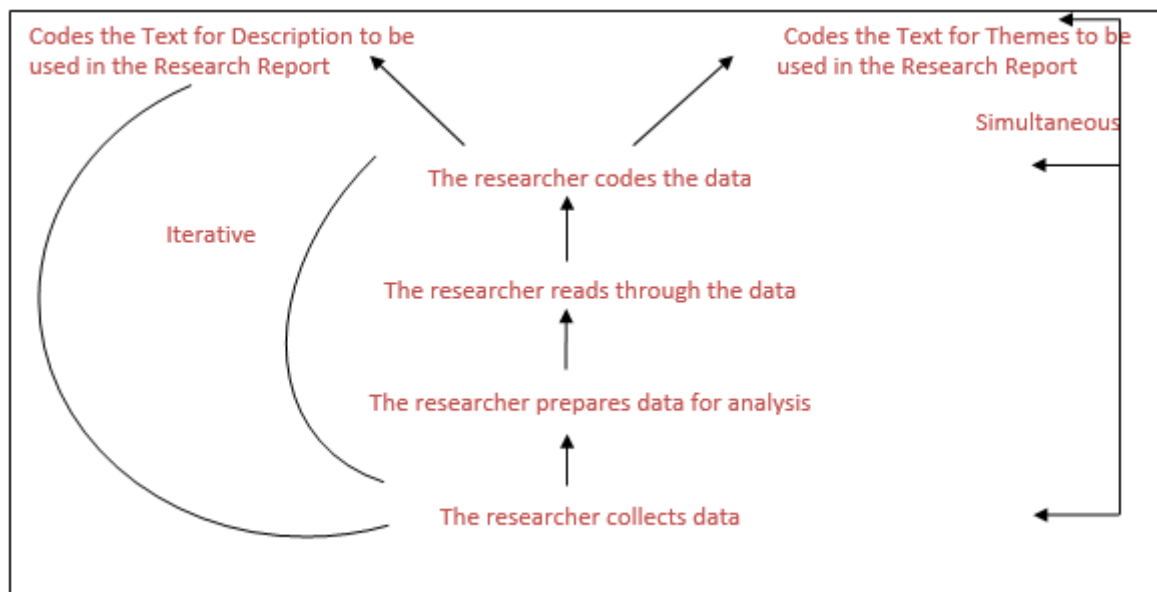
Specific steps were followed in analysing the data obtained during both the qualitative and quantitative phases of collection.

#### **3.7.1 Qualitative Data Analysis**

Qualitative data analysis is carried out to make sense of the data collected by organising and explaining the data. This is done by taking note of emerging patterns, themes and categories (Cohen *et al.*, 2007:462). The interviews were effectively recorded, using equipment that would aid clear recording so that the data could be easily analysed (Burton & Bartlett, 2009: 93). The researcher identified themes in the data and made notes on the similarities and differences that needed to be mentioned in the final report (Burton & Bartlett, 2009:93; Cohen *et al.*, 2007:462). The researcher also took note of key points in the transcripts (Burton & Bartlett, 2009:93). The six steps for analysing qualitative data - as identified by Creswell (2008:245) - were followed in analysing the interviews:



1. Qualitative data is inductive so data was analysed from detailed data to general codes and themes.
2. The data was analysed simultaneously during the data collection process.
3. The phases were iterative. This means that the researcher went back and forth between data collection and data analysis.
4. The data was analysed by reading it several times and each time conducting an analysis to gain a deeper understanding of the information.
5. The process of qualitative data analysis is an eclectic one. There is no single approach to analysing qualitative data, but there are several guidelines for the process.
6. Qualitative research is interpretative. The researcher brings his/her own interpretation to the information which may be different to the interpretation of another researcher, thus providing a personal assessment of themes that emerged.



**Figure 3.2: An Overview of the Qualitative Data Analysis Process** (Adapted from Creswell, 2008).

Qualitative data has to be prepared and organised for analysis. The data will be organised into files, by participants and site. Copies will be made of all the data (Creswell, 2008:245). The interviews will be recorded and then transcribed. When the recorded interviews are

In qualitative research, transcribed data is taped and transcribed. The data is then coded. Coding is the process of dividing and labelling words to form descriptions and broad themes in the data to make sense of the data (Creswell, 2008:251). According to Tuckman (1994:207), coding is a way of recording the frequency of behaviour as it occurs and it provides a set of categories for classifying common behaviour. Coding helps to make sense of the data. It is an inductive process whereby data is selected and the irrelevant data is discarded. The qualitative data was coded using the following steps (Creswell, 2008:251):

1. All transcriptions were thoroughly read and notes were taken.
2. *In vivo* codes were used. This means that some of the codes were the participants' actual words.
3. Similar codes were grouped together to prevent redundancy.
4. The list of codes was reduced to themes based on the research questions and the aims of the study.

### **3.7.2 Quantitative Data Analysis**

In this study the quantitative data analysis consisted of a statistical analysis. The researcher analysed the questionnaires by first presenting descriptive statistics about the schools and the frequency of responses presented in the form of bar charts. The statistical data was used to support the interview findings.

## **3.8 Ethical Considerations**

In educational research permission needs to be obtained from different levels within the Department of Education. In this study permission was obtained from the Department of Education Kwazulu-Natal (KZN), the principals, the deputy principals and heads of department at the schools selected. An application requesting permission to conduct research at schools in KwaZulu-Natal was made to the Department of Education KZN. The protocols and letters of permission used in this study were submitted with the application. A letter requesting permission to conduct research at the four schools was submitted to the principals of each school. The SMTs were also given letters of informed consent explaining the nature of the study; what would be done with data collected; their rights to voluntary participation and to withdraw at any time of the research; and their right to confidentiality and anonymity.

The principles of ethical data collection procedures included the following:

### **3.8.1 Informed Consent and Voluntary Participation**

It is imperative that the researcher obtains the informed consent of all participants before embarking on a study. Informed consent was obtained in the form of a letter to all participants before they participated in the study. Informed consent recognises the participants' right to choose whether or not to participate in the study after being informed of all the facts pertaining to the study (Cohen *et al.*, 2007: 52). The letter of informed consent to participants informed them of their voluntary participation in the study and their right to withdraw from the study at any time without any negative implications to them. The letter also made participants aware of the nature and the purpose of the research; what their involvement in the research entailed; the data collection process; data analysis; and a guarantee ensuring confidentiality and anonymity.

The researcher made sure that any information provided by the participants could not be traced back to them and would not divulge their identity (Cohen *et al.*, 2007:64). Their anonymity was ensured because they did not write their names, the names of their schools or any other personal information that could be traced back to them on the questionnaires (Burton & Bartlett, 2009:70). Participants were identified by using codes which could not be traced (Cohen *et al.*, 2007:64).

### **3.8.2 Building Trust with Participants**

The participants were made aware of their right to informed consent in writing (Creswell, 2008: 12). They were informed of the nature and purpose of the research; their voluntary participation and their rights to withdraw at any stage of the research; and the guarantee of confidentiality, anonymity and non-traceability (Cohen *et al.*, 2007: 218).

Before commencing with the interviews, the researcher set the participants minds at ease by explaining to them that the interviews would be recorded and their permission to do so would be obtained (Cohen *et al.*, 2007:361). The researcher created a conducive atmosphere by treating the participants in an appropriately respectful manner in order to elicit the relevant information from them (Burton & Bartlett, 2009: 88). The researcher prepared, and carefully thought about, the order in which the questions were to be asked as well as the appropriate use of language when asking the questions (Burton & Bartlett, 2009:87). The researcher used probing questions to encourage the participant to elaborate on the information which they provided (Cohen *et al.*, 2007:363). The researcher took an interest in what the participants said without being distracting. Appropriate verbal and facial expressions were used to show interest (Burton & Bartlett, 2009:87). At the end the interviews the researcher thanked the participants for their time and co-operation.

### 3.9 Ensuring Credibility and Trustworthiness

Credibility and trustworthiness may be defined as the truthfulness, correctness and accuracy of the research data (Burton & Bartlett, 2009:24). In this mixed methods study the triangulation design was used to support the credibility and trustworthiness of the data collected. The triangulation design enabled the researcher to simultaneously collect qualitative and quantitative data; to analyse the data separately; to compare the results; and then to interpret whether the results supported or contradicted each other (Creswell, 2008:567).

Triangulation is one of three strategies identified by Creswell that qualitative researchers use to determine credibility and trustworthiness of their findings (Creswell, 2008:266). Creswell (2008:266) and Cohen *et al.* (2007:141) define triangulation as the use of two or more methods of collecting data in a single study in which human behaviour is studied. Creswell states further that it is a process whereby evidence from different data collection methods are used to corroborate the findings in a single study.

The process of triangulation increased credibility and trustworthiness of this study by substantiating the findings using different points of reference, i.e., interviews and questionnaires (Burton & Bartlett, 2009:26). The research phenomenon, *How school management teams manage the school-based continuous professional development of teachers*, was approached from different perspectives. The SMTs were interviewed and the perspectives of the teachers garnered by using the questionnaire and, thus, provided a greater understanding of the phenomenon (Burton & Bartlett, 2009:26).

The survey questionnaires provided the researcher with the opportunity to collect data from a large number of participants whereas the interviews allowed for a more in-depth study of fewer participants (Creswell, 2008: 562). The strength of the quantitative data was used to strengthen the weaknesses of the qualitative data. The findings of the questionnaires and the interviews were analysed; the results compared; and an interpretation made about whether these results supported or contradicted one another (Creswell, 2008: 557). The advantages of using triangulation in this study were to obtain a thicker, richer data as well as to give the researcher greater confidence in the results (Johnson *et al.*, 2007: 115).

The researcher followed an audit trail of the research process and the ways in which data was collected and analysed to enhance credibility of findings (Patton, 2002).

In addition to following an audit trail, the researcher also used a peer debriefing/review as a procedure to ensure the credibility and trustworthiness of this study. This procedure entailed a review of the research and of the data processes by a peer to determine whether the researcher's interpretations and conclusions were appropriate and valid with respect to the data (Leedy & Ormrod, 2005: 100).

### **3.10 Conclusion**

This chapter has given a detailed account of the research design and methodology used in the study. In the next chapter, Chapter 4, the data from the semi-structured interviews and the questionnaire is discussed in detail.

## CHAPTER 4

### RESEARCH FINDINGS AND ANALYSIS

#### 4.1 Introduction

In the previous chapter, the research methodology was discussed - including the research sample, data collection methods and data analysis. In this chapter the data gathered during the semi-structured interviews with the SMTs is presented as well as the findings from the questionnaires administered to teachers. The aim of this study was to determine how SMTs manage the continuous professional development of the teachers in selected schools. The challenges in managing school-based continuous professional development were identified and the strategies used by SMTs in continuous professional development were explored. The interviews and the survey questionnaires focused on how SMTs manage CPD at their schools; the challenges they face in doing so; and the strategies that contribute to successful CPD - including the creation of collaborative school cultures. The questions asked were informed by the gaps identified in literature. The key element identified in the literature review is the dire need for the CPD of teachers and, more especially, the need for school based CPD and the creation of a collaborative school culture.

This study is guided by Henri Fayol's Administrative Theory which focuses on the five personal duties of management. Fayol identifies the five principles of management as planning, organising, co-ordinating, controlling and commanding (Olum, 2004). These five principles of management were clearly evident in the analysis of the interviews and are explained in greater detail in conjunction with the themes that emerged during the analysis process.

#### 4.2 Brief Overview of Methodology – Sampling and Data Analysis

Data was collected by means of one-on-one semi-structured interviews conducted with SMTs in three schools in the Umlazi District. The interviews were recorded and later transcribed by the researcher. Brief notes were also taken during the interviews. Questionnaires were administered to Post Level 1 teachers at these schools after conducting the interviews. The data from the interviews and the questionnaires were analysed separately. The interview transcriptions described the study but provided no detailed explanations. It was, therefore, the responsibility of the researcher to make sense of the collected data by interpreting it (Burnard *et al.*, 2008:429-430). The first step was to assign codes to the data and to categorize the codes into themes. The

data was examined in great detail by constantly referring to the interview recordings, notes and transcripts. The great volume of data was reduced to a smaller number of themes which was influenced by the research questions.

Questionnaires, completed by the teachers, were edited (Cohen *et al.*, 2007:347). Each questionnaire was coded according to school and respondent. The questions were categorised according to themes identified in the interviews. The data was captured on computer using tables in Microsoft Excel.

Three principals, two deputy principals and three heads of department were interviewed. The principal of the fourth school declined to participate in the study. One of the schools did not have a deputy principal. Sixty questionnaires were administered to the teachers. Forty-one questionnaires were completed and returned; ten were returned uncompleted; and nine were not returned. In keeping with the guarantee of anonymity and non-traceability the schools and participants names and schools were not mentioned. Codes were assigned to participants in both the interviews and the questionnaires. The schools were identified as S1, S2 and S3; the principals were identified as P1, P2 and P3; the deputy principals were identified as DP1 and DP2; and the heads of department were identified as HOD1, HOD2 and HOD3. The questionnaire respondents are identified according to the code assigned to the school. Each questionnaire was numbered, for example, S1:1, S1:2.

### **4.3. Biographical Information**

The biographical information includes the profiles of the schools; the profiles of the participants, including the principals, the deputy principals, the heads of department and the teachers.

#### **4.3.1 Profiles of Schools**

All 3 schools that participated in the study are Section 21 schools. School 1 has 800 or more learners and receives a state subsidy of R110 000 *per* year. The school fees are R900 *per* learner *per* year. There are 22 teachers at the school, excluding the principal, deputy principal and 2 HODs. The school budget for professional development is R10 000 *per* year.

School 2 has 600-800 learners and receives a state subsidy of R120 000 *per* year. The school fees are R450 *per* learner *per* year. There are 22 teachers at the school, excluding the principal, deputy principal and 2 HODs. There is no budget for professional development.

School 3 is an ex-Model C school. There are 300-600 learners at the school. School 3 receives a state subsidy of R60 000 *per year*. The school fees are R8 800 *per learner per year*. There are 16 teachers at the school, excluding the principal and 2 HODs. This school does not have a deputy principal. The school budget for professional development is R5 000 *per year*.

#### ***4.3.2 Profiles of Participants***

The following are the profiles of the principals, the deputy principals, the heads of department and the teachers:

##### *Principals*

The principal of S1 is male with 28 years' teaching experience. His highest professional qualification is a Masters in Business Administration degree. The principals of S2 and S3 are female with 43 years' and 33 years' teaching experience, respectively. The highest professional qualification of these two principals is a Higher Education Diploma. Two of the three principals are not involved in any teaching at their schools. One principal in S3 teaches when teachers are absent from school or when they are on study leave.

##### *Deputy Principals*

The two deputy principals interviewed are female. The deputy principal of S1 has 30 years' teaching experience and her highest professional qualification is an Honours degree in Education. The deputy principal of S2 has 40 years' teaching experience and her highest professional qualification is a Masters Degree in Education. The deputy principal of S1 teaches 12 hours of isiZulu a week and the deputy principal of S2 teaches 12,5 hours in the Foundation Phase.

##### *Heads of Department*

The three HODs are all female. The HOD of S1 has 33 years' teaching experience and a Masters degree in Education. She teaches 14 hours a week. The HOD of S2 has 35 years' teaching experience and has a Bachelor of Education degree. She teaches 16,5 hours a week. The HOD from S3 has 22 years' teaching experience and a Higher Education Diploma. She is class-based and teaches 26,5 hours a week.

##### *Teachers*

Sixty questionnaires were administered and 41 questionnaires were completed and returned. Six teachers are younger than 25; seven are between the ages of 25-35; twenty-six are 35 or older;



and two participants did not indicate their ages. Ten males and thirty-one females participated in the study. One of the participants has a Masters degree in Education, four have an Honours degree in Education; nine have a Bachelor of Education degree; sixteen have a Higher Education Diploma and eleven did not indicate their professional qualifications. Their years of teaching experience range between forty-two years and one year. The primary school teachers who participated in this study teach several learning areas in their grades. There was no indication of specialisation in any particular learning area. They teach between 22,5 hours and 26,5 hours a week. The majority of these teachers teach for more than 26,5 hours a week.

#### **4.4 Research Findings**

In this study's Triangulation Mixed Method Design, the findings from the interviews are given and the quantitative questionnaires are incorporated to indicate the convergence and divergence of the results. The questionnaire results are used to triangulate the interview findings and enhanced the credibility and trustworthiness of the study. The findings from the interviews are presented as themes and are supported with quotations from the participants in the form of summaries of the participants' responses. The responses of the teachers in the questionnaires are presented in the form of graphs.

At the start of the interviews it was deemed necessary to establish how the SMTs understood CPD as this would be reflected in their responses to the questions that followed. The responses of the principals, deputy principals and heads of department are presented separately to provide a clear and holistic understanding of their responses.

#### 4.5 Research Questions and Themes

The research questions and the themes are reflected in the following table which is followed by a detailed explanation.

**Table 4.1: Research Questions and Themes**

<b>RESEARCH QUESTION</b>	<b>THEMES</b>
1. How do SMTs understand the CPD of Teachers?	1. SMTs' understanding of continuous professional development 2. Principals' understanding 3. Deputy principals' understanding 4. Heads of Department understands.
2. How do SMTs manage the school-based CPD of teachers?	1. The role and responsibility of SMTs in managing school-based CPD. 2. The role of the IQMS. 3. On-going CPD.
3. What are the challenges faced by SMTs in managing school-based CPD?	1. Weaknesses and gaps in school-based CPD. 2. Lack of time for CPD. 3. Funding-raising for professional development. 4. Teacher attitude.
4. What strategies contribute to successful school-based CPD of teachers?	1. Personal and professional development. 2. Management style.

#### **4.5.1 Theme 1: The Understanding of Continuous Professional Development by SMTs.**

The SMT in a school consists of the school principal, deputy principal and heads of department.

##### *Principals' Understanding of CPD*

The 3 principals interviewed conceptualised CPD in different ways. The first principal considers CPD to be an on-going activity that keeps teachers informed of the latest ideas, methods and strategies in the field of education. The second principal is of the opinion that CPD should empower teachers to deal with social problems among learners in the school. In view of the multi-racial, multi-dimensionality of schools in South Africa, it is necessary to take into consideration the socio-economic context of this school and the learners attending it. The third principal is from a school where parents pay high school fees. This principal's understanding of CPD is that it should be a process which involves bringing in expertise from outside the school to develop the teachers. The principal said:

*I think at school you're not open to other ideas...if we bring in people with expertise it might give you a solution to a problem... (P3).*

This view suggests that seeing things from the viewpoint of an individual outside the school context will enable people within the school to see things that are not glaringly obvious to them. Being a higher fee paying school this is obviously an option open to this school where professional development activities are sponsored by the school governing body - compared to the other 2 schools where finance is an issue. All 3 principals agree that CPD is important and should be encouraged. One of the principals remarked:

*...there's no end to learning...there's no ceiling that you could reach (P1).*

The importance of CPD is supported by the National Policy Framework for Teacher Education and Development in South Africa (NPF) which states that teachers who upgrade their qualification through further studies will earn professional development points (DoE, 2007:18). According to one principal, professional development is important because of the constant changes in education. Teachers need professional development to keep up with these changes. This opinion is supported by Adler and Reed (2007:12) who identify teachers in South Africa as "key agents of change."

##### *Deputy Principals' Understanding of CPD*

The two deputy principals understand professional development as an opportunity to up-date teachers on the latest developments in education. They feel that this would enable teachers to improve their skills in delivering quality education that would benefit the learners. They believe that professional development is very important in enabling teachers to keep up with the constant changes in education. This finding concurs with P1's understanding of CPD. The deputy principals said:

*We need to keep up to date with what's going on in education (DP2).*

This is further supported by DP1 who said:

*Education is one sphere where changes take place now and again and as teachers we have to keep on par with the latest development and the only way we can do that is through professional development.*

#### *HoDs' Understanding of CPD*

The role of the HOD as a member of the SMT is a vital one. It is the HOD who is directly involved in teaching and in supervising the teachers' work. It is the HOD who works closest with the teachers. According to the Personnel Administrative Measures (PAM) (DoE, 1999), HODs have to provide and co-ordinate guidance for the teachers with regard to the latest trends and developments in education; assist inexperienced teachers; and control the work of the educators in their departments. This supports the management principles of Henri Fayol's Administrative Theory which are controlling, commanding, organising and co-ordinating.

The HODs understand professional development as the need to develop and up-grade the teachers so that effective teaching and learning takes place in the classroom. Being involved in teaching themselves, they expressed concern about the constant changes to the curriculum.

*We need to keep up to date with what's going on in education. We started with the traditional way of teaching then we went into OBE, then we went into RNCS then NCS and now it's CAPS. ...Teachers are concerned with the constant changes so they need this support (HOD1).*

HOD1 also pointed out that these constant changes result in some teachers resisting change, which management needs to be aware of so that these teachers may be eased into the transition that is taking place.

The SMTs understanding and views of CPD are in line with the literature where Earley (2005:229), for example, defines professional development as the on-going development that teachers are involved in to improve not only their own practice but learner outcomes as well.

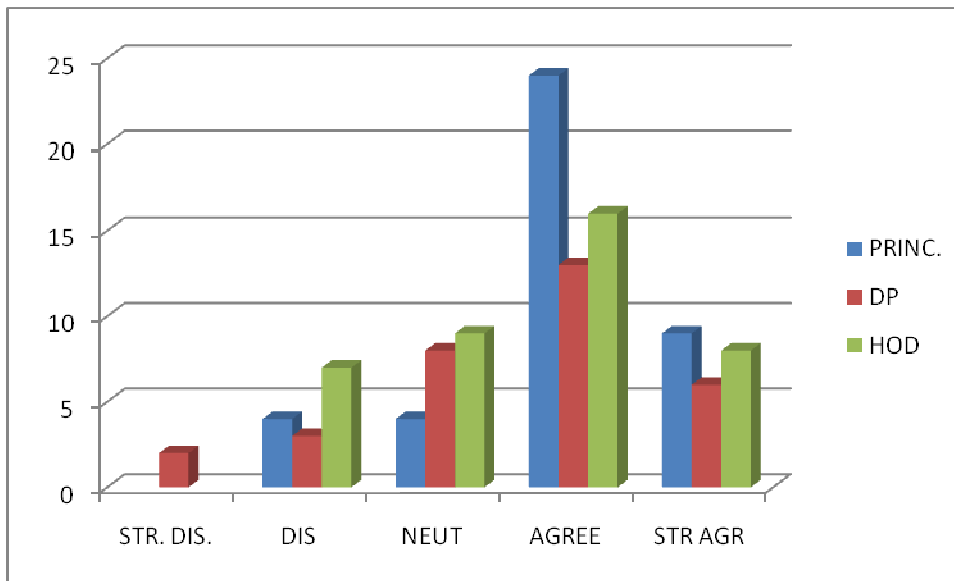
#### ***4.5.2 Theme 2: The Management of School-Based CPD***

The on-going process of school-based CPD is managed by the SMTs and the process of IQMS.

##### *The Role and Responsibility of SMTs in Managing CPD*

It is evident from the analysis of the interviews that the SMTs play a major role in managing professional development at their schools. It is also evident that the socio-economic context of the school is important in how SMTs manage CPD at their schools as this directly affects the professional development activities offered at the schools and those presented outside the school. Based on the interview findings, the emerging trend is that principals take the lead in managing professional development activities at their schools. This includes initiating professional development and encouraging, supporting and motivating teachers to attend professional development activities. This motivation and commitment to teacher learning is the key to effective professional development (Hunzicker, 2005:3).

There is evidence of this in the responses of the two principals from Schools 1 and 2 who - as part of their planning strategy - conduct a needs development survey to assess the needs of their teachers. According to Coleman and Earley (2005:234), a needs assessment should be the first step undertaken by the principal and the management team in providing school-based CPD. The needs assessments provide the SMTs with valuable information as to what the teachers already know and what their needs are. They will also be able to determine the individual needs of the teachers as well as the needs of the schools. The common areas of needs are assessed by the SMTs and attempts are made to provide for these needs. This is in accordance with the Personnel Administrative Measures (PAM) document (DoE, 1999) which states that the principal is responsible for initiating staff development programmes, both in and outside the school as well as achieving educational objectives that meet the needs of the school. The leading role of the principal is supported by findings from the questionnaires. The teachers' responses to Question 9 in the questionnaire indicate that the SMTs and, more so, the school principals are actively involved in providing professional development activities at schools.



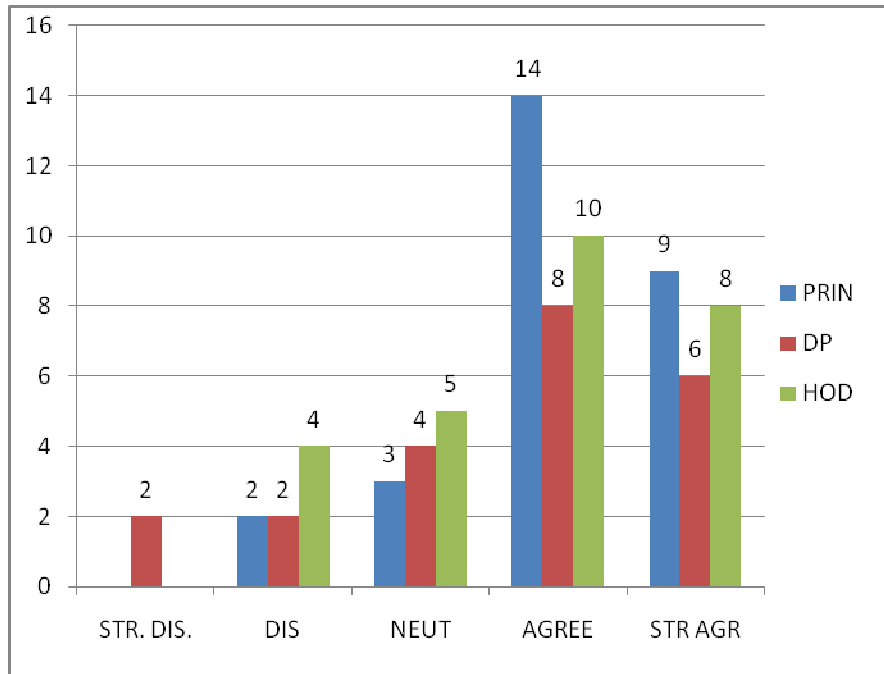
**Graph 4.1(a): Q.9 - The SMT is actively involved in providing professional development activities at my school.**

The results shown in graph 4.1(a) indicate that the majority of the teachers agree that the principal plays an active and leading role in the provision of professional development at their schools. This is supported by findings in the interviews where the principals’ describe their role in the provision of CPD in their schools as encouraging, supporting and initiating CPD. P1 stated:

*My role is to motivate teachers, to support programmes that educators want, to find funding for such programmes and to support, encourage and initiate development.*

Graph 4.1(a) also shows that the HODs are more involved in professional development activities than the deputy principal. Evidence from the interviews with the 2 deputy principals supports the view that deputy principals play a minimal role in managing professional development at their schools. The findings from the interviews show that their role in organising and co-ordinating professional development activities are limited to management meetings, phase meetings, learning area meetings, the cascading of information from workshops that they have attended and readings that they share with the teachers as part of professional development. One of the two deputy principals mentioned conducted a reading workshop with teachers but that was the extent of her involvement. The other deputy principal said that she contacted publishers about making isiZulu books available to teachers but stressed that the principal took the lead in providing professional development at her school.

The findings from the questionnaire indicating the teachers’ responses are substantiated using 2 graphs because one of the schools does not have a deputy principal. The graph 4.1(a) shows the findings using all 3 schools while the graph below (4.1(b)) shows the findings from the schools with deputy principals and it excludes the school that does not have a deputy principal.



**Graph 4.1(b): Q.9 - The SMT is actively involved in providing professional development activities at my school.**

The role and responsibility of the HODs in managing school-based professional development is greater and more involved than that of the deputy principal. This is evident in graph 4.1(b) According to one HOD, the reason for this is that HODs work more closely with the teachers than the deputy principals. The HOD stated:

*It is the responsibility of the SMT, more especially the HODs, because the HODs are directly involved in the classroom teaching and they are able to work more closely with the Level 1 teachers (HOD 1).*

As classroom teachers, the HODs are in a better position to understand the needs of teachers. They are also more easily accessible to teachers than the principal and the deputy principal who - in addition to teaching - are involved in the management and leadership of the school. The teachers can approach the HOD directly with any problems that they are experiencing.

*I have a very open relationship with my staff. They can come up to me and say: "Mam, I am having this problem. Can you help me with it?" (HOD 1).*

Apart from solving problems experienced by teachers, HODs' also play an important role in monitoring the teachers' work and supporting, guiding and empowering them.

*As the head of department, I monitor the teachers' work and even support and guide them. I encourage them to attend and empower themselves and to continue to study (HOD 2).*

#### *The Role of IQMS in the CPD of Teachers*

The process of IQMS is used to identify teachers' specific development needs by evaluating teachers' based on performance standards and then providing the necessary support in the form of CPD for teacher growth and development.

The SMTs from the 3 schools concurred when they said that they did not have a specific school policy for the implementation of CPD at their schools. P2 said:

*We don't have a policy as such, but as, and when, the need arises we do develop our teachers.*

This is further supported by the principal of School 1 who said there was no structure at his school dealing specifically with professional development. However, he added:

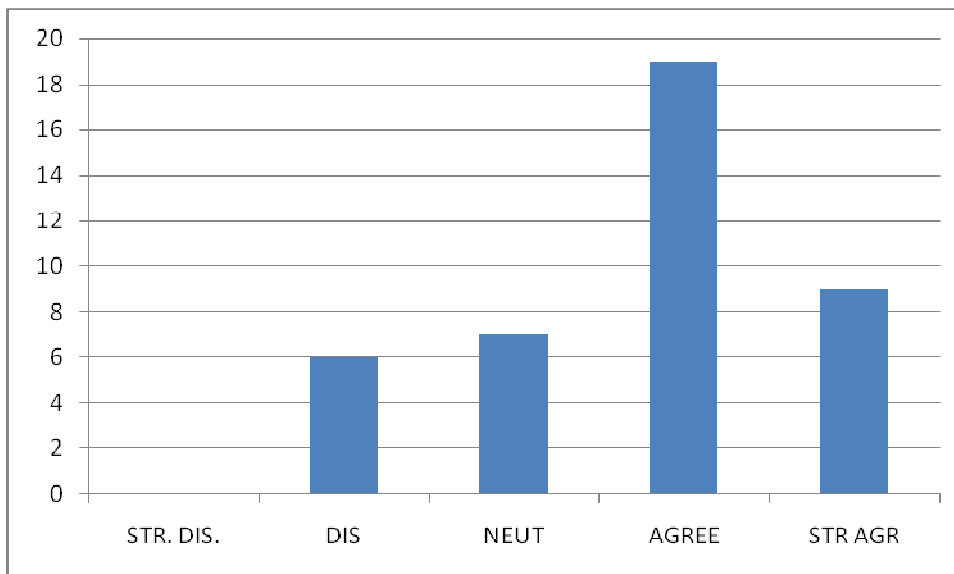
*We've got an SDT dealing with IQMS. We've got a staff development team whose responsibility is to...come up with the programmes.*

They are guided by the IQMS process. The appraisal process is used as a means to identify the needs of teachers and the school as a whole. In view of a lack of policies and structures at schools regarding CPD, the IQMS process provides the SMTs with some guidelines for the professional development needs of their teachers.

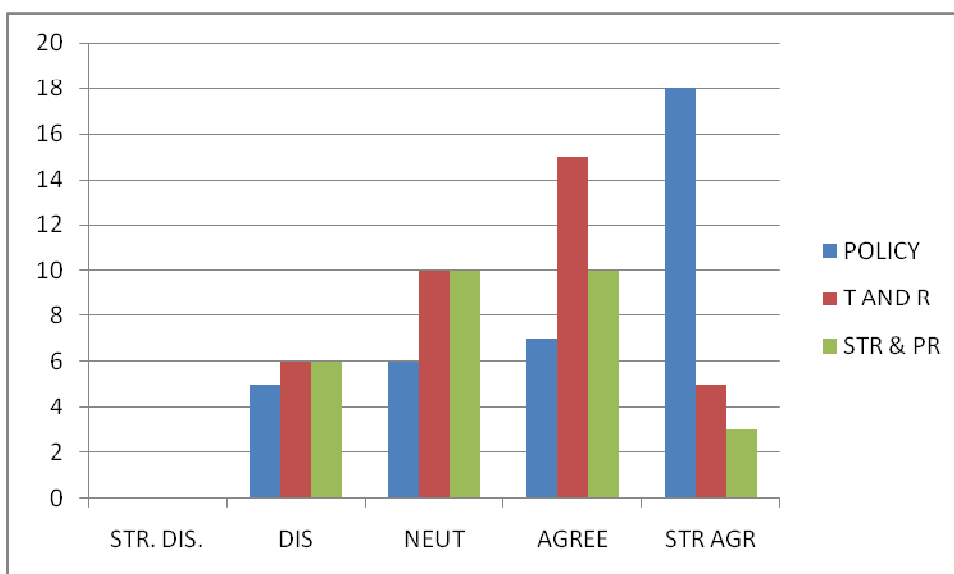
However, looking at the results from the responses to Questions 3 and 8 of the questionnaire, there appears to be conflicting views amongst the teachers. Graphs 4.2 and 4.3 below indicate the results of Questions 3 and 8 in the questionnaire. According to the results, for Question 3 (graph 4.2) the majority of teachers agree that there are policies and structures in place at their schools for the professional development of teachers, yet in Question 8 (graph 4.3) the majority of the teachers strongly agree that professional development at their schools is problematic in terms of policy. This raises questions about the issue of collaboration between the SMTs and the teachers and if the schools practice collaboration in the true sense of the word. It also raises



questions of teachers' inclusion in the policy-making processes in the schools; being kept up-to-date regarding school policies and their access to the policy documents and to school policies.



**Graph 4.2: Q.3 - There are policies and structures in place at my school regarding the professional development of teachers.**



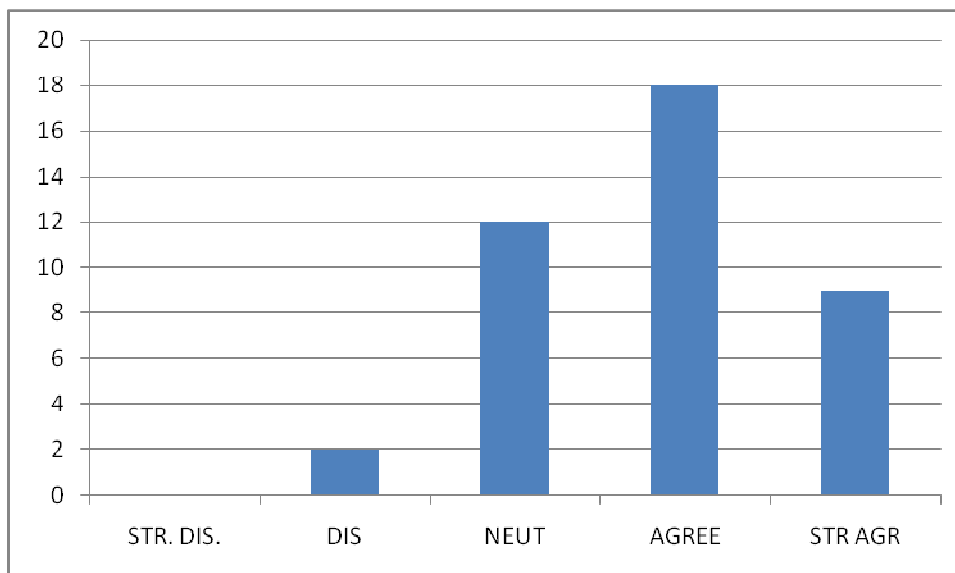
**Graph 4.3: Q. 8 - Professional development at my school is problematic in terms of POLICY, TIME, RESOURCE, STRUCTURE AND PROCESSES.**

The IQMS process identifying professional development is supported by the following responses from the interviews:

*With the IQMS guidelines, Mam ( DP1).*

*Well, usually with the professional growth plan from IQMS...er...we normally check where the indications of weaknesses are in educators and then that is how we...go from there (HOD3).*

Graph 4.4 supports the findings from the questionnaire where the majority of the teachers agreed that professional development at their schools is based on the needs identified by teachers during the IQMS process.



**Graph 4.4: Q. 4 - Professional development activities at my school are based on the needs identified by teachers during IQMS.**

The process of IQMS is, therefore, a deciding factor in the process of planning for professional development activities at the schools. Although there are no specific structures or policies in place for the implementation of school-based CPD, IQMS and the Professional Growth Plan provide guidelines for professional development activities. The teachers play a central role in this process by identifying their individual professional development needs and concerns. The SMTs meet and assess what professional development activities could be provided by the school and those that cannot be provided by the school are then outsourced or outside expertise is called in. However, according to one deputy principal, the SMT does not engage the services of outside expertise and whatever training it does is done in the SMT's own capacity. The reason for this was given as lack of funds for engaging outside expertise in developing the teachers. The deputy principal said:

*I've shared information with educators but unfortunately... er...we do not have the financial means (DP2).*

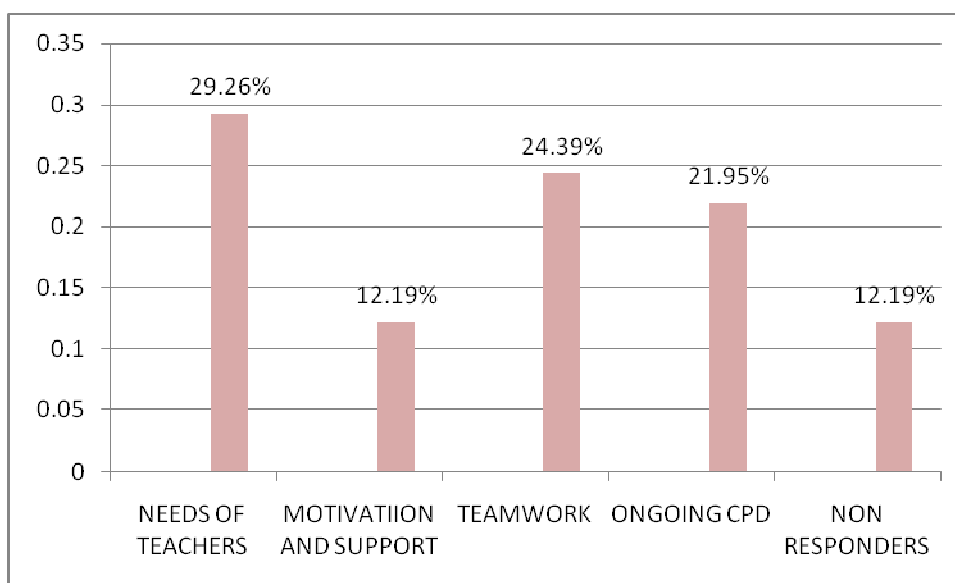
The principal who indicated that she engaged the services of outside expertise for professional development activities receives professional development funds from the school governing body. The HOD at this school supported this by stating that the school pays for professional development.

*CPD as an On-going Process*

All the SMTs regard CPD as an on-going and continuous process which is supported in the literature (Boaduo, 2010:75; Nabhani & Bahous, 2010:210; Earley, 2005:231). This finding is in line with the argument of Moletsane (2004:205-206) who maintains that one-day workshops are expensive and teachers are often unable to or unwilling to implement changes in terms of what is learnt outside their school context. One of the principals in this study felt:

*They train people in implementing the curriculum. It's a once off thing; it's finished; it's gone. It doesn't happen again. It is basically aimed at teaching teachers to go and implement the curriculum or...implement some changes, but there's no follow-up. There's no on-going development (P1).*

The literature consistently identifies on-going professional development as an important characteristic of CPD (Hunzicker, 2010:7; Moletsane, 2004:205-206; Coleman & Earley, 2005:231). The need for on-going professional development is also supported by the teachers who responded to the questionnaire. As indicated in Graph 4.5, below, 95% of the teachers cited on-going professional development as a contributing factor to successful school-based CPD.



**Graph 4.5: Q. -22 – In your opinion, what contributes or may contribute to successful school – based continuous professional development?**

The question that arises, then, is: *How are SMTs managing on-going professional development in schools?* Evidence from the findings shows that SMTs ensure that some professional development takes place, either formally or informally. Professional development is managed formally *via* the IQMS process and various meetings, such as staff meetings, phase meetings, grade meetings and learning area meetings, during which minutes are taken. The findings show that professional development on an informal basis take place to a greater extent than professional development on a formal basis. This is evident from the views expressed by the SMTs.

The deputy principal of School 1 said:

*I learn a lot from my principal.... I learn a lot from sitting and listening to him.*

This informal professional development is evident when the SMTs come across interesting reading matter or articles which they pass on to the teachers to read. One of the deputy principals said:

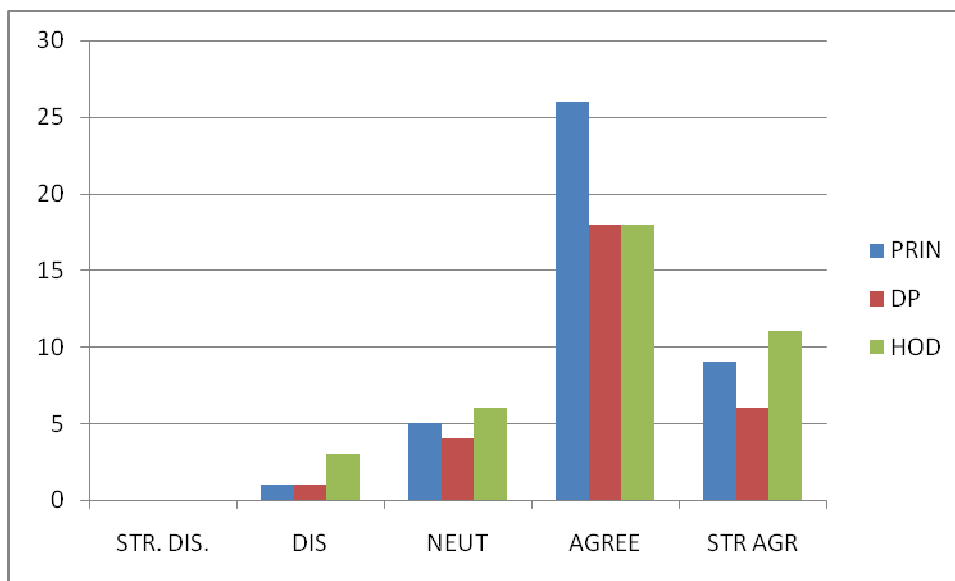
*I'm always cascading information that I pick up... information that I read about (DP2).*

Informal, professional development takes place in various ways. The transparent, open-door policy of the SMTs encourages teachers to approach them on a one-to-one basis to discuss their needs and concerns. Teachers who are studying are encouraged to share their knowledge and expertise with other teachers. This is done both formally in the form of workshops and informally in the staffroom at break where free discussion takes place. Informal professional development takes place on a daily basis - in the staffroom; in the corridors; in teachers' classrooms; during break - in fact, anywhere in the school where teachers come together. One of the HODs said:

*Our staffroom is a place of communication. Free discussion takes place and that is where the sharing of ideas takes place (HOD1).*

Teachers use the opportunity to voice their opinions and concerns and share their knowledge with other teachers in this informal context. The SMTs support professional development not only by encouraging teachers to attend professional development activities, but also to study further to improve their qualifications. Graph 4.6, below, shows that majority of the teachers agree that the

SMT at their school - particularly the principal - encourages them to attend professional development. This is the controlling and commanding role of SMTs in managing CPD.



**Graph 4.6: Q. 12 - The SMT at my school encourages the teachers to attend professional development activities to improve their knowledge and skills.**

#### ***4.5.3 Theme 3: Challenges faced by SMTs in managing CPD***

The challenges faced by SMTs in managing CPD include weaknesses and gaps in the school-based CPD; lack of expertise in the schools; a lack of time and funding; and the negative attitudes of teachers to CPD.

##### *Weakness and Gaps in School-Based CPD*

The SMTs acknowledge that professional development at schools is inadequate and lacks internal developmental structures. One of the principals said:

*...we need to be honest and say that we are not doing it to the best of our ability... er...there is big gaps and there's weaknesses in professional teachers' development... er... so we are not very consistent with that (P1).*

This principal stressed that the process of planning and implementing CPD activities tends to take place in a haphazard manner without any particular structure. Guskey (2009:226) describes the planning of professional development as haphazard, stating that principals tend to rush the planning process and consider professional development as an afterthought.

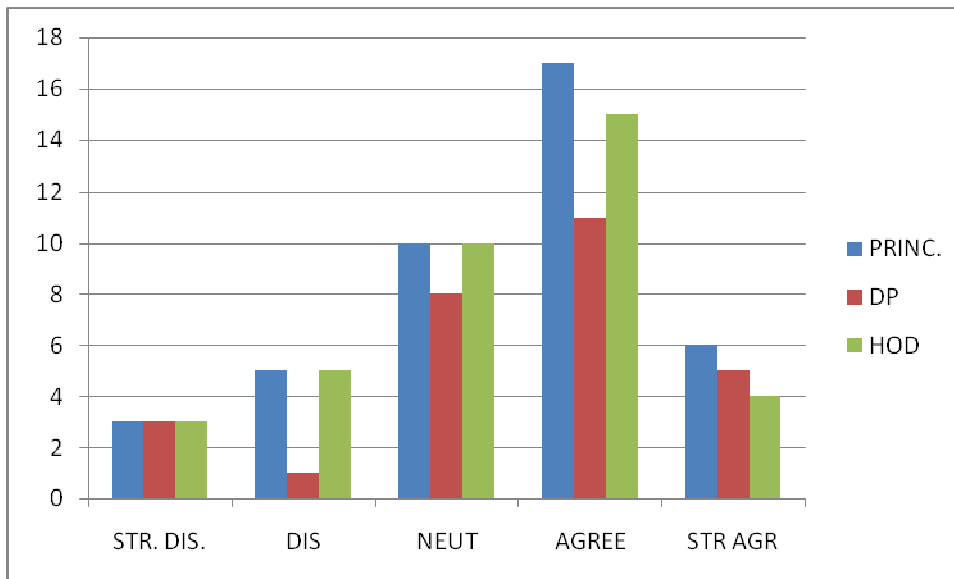
A deputy principal at another school stated that at her school there was no professional development activities offered, but she retracted her statement by acknowledging learning area meetings as a means of providing teachers with some form of professional development. She said:

*At my school they actually offer them no professional development.... I think I'll come back to that. In terms of learning area committee meetings... er... and in those meetings we... address issues that may... er... exist (DP2).*

The SMTs in all three schools spoke about the lack of training structures and confirmed that planning, organising and co-ordinating professional development activities at their schools took place as the need arose. The schools did not plan professional development activities as a part of the school year plan. Professional development implementation seems to lack consistency in structure and process because of poor planning. One of the principals said:

*I think what the ideal to do is to sit down and actually plan a proper programme for the year... my aim for next year is to pre-plan this year ( P3).*

The lack of development structure is supported by the findings from the questionnaire (see Graph 4.7 below) where majority of the teachers agree that the SMT at their schools can do more to provide relevant and structured professional development.



**Graph 4.7: Q. 18 - I think that the SMT at my school can do more to provide relevant and structured professional development for the teachers.**

The response to Question 18 indicates the need to include professional development as part of the school year plan and, therefore, schools should have policies and structures in place to guide them in providing relevant and structured professional development for their teachers. According to one head of department, the school’s year plan often clashes with Department of Education activities. She maintained that there was no consultation between the department and the schools regarding the departments’ planned activities for the year. Schools have to fit the demands of the department in their year plan well into the school year. She advocates better planning by the department and collaboration between the department and schools. She feels:

*...they can send us by October/November their programme for the year, then when we are working out our year plan we can fit in so we know exactly where we going... forward planning is very important (HOD 1).*

Another challenge mentioned by a head of department in implementing school-based CPD was poor budgeting by the Department of Education. Money is spent on other areas of education and no money is budgeted for CPD. The head of department believes that the department should be more proactive and more involved in visiting schools and offering them the support that they need. According to her, many challenges at the school could be overcome if the department consulted with teachers; acknowledged the problems that they were facing; and provide the

support teachers really needed instead of doing everything from their offices without any consultation.

*Get the Department involved externally to come into the school and er...be more proactive... In the past you don't know who the Department is and they do everything er... from their offices with no consultation. So maybe if the Department can consult with educators and see what the levels, the problems... and we can actually have meetings with them and they can come in and give that kind of support (HOD 2).*

Another weakness identified by the SMTs is the lack of expertise in the schools.

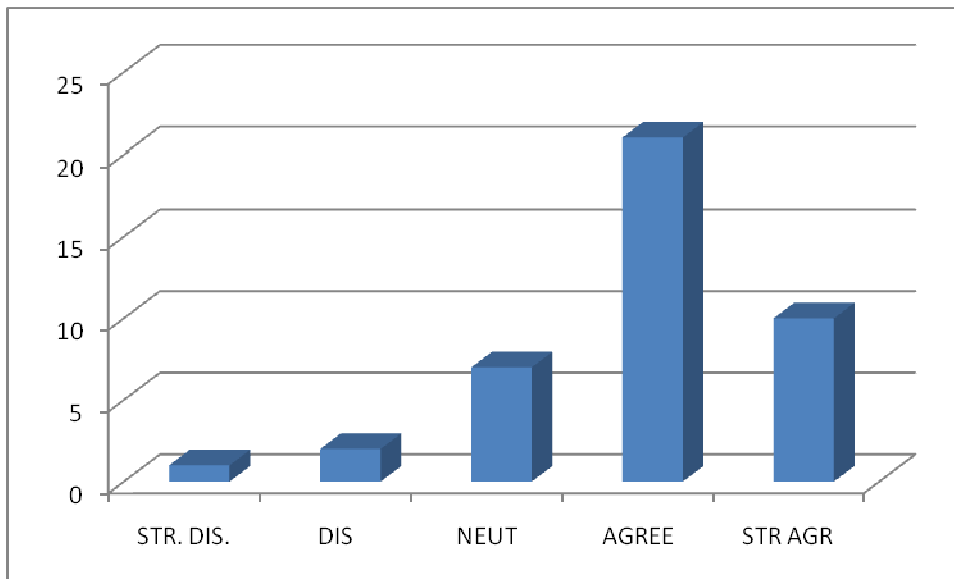
*First of all we need the expertise, not everyone has the expertise(DP2).*

The expertise offered at schools is limited and there are certain areas of professional development that require input from experts. Schools need the professional and expert guidance of school psychologists, social workers, nurses and many others to deal with the social issues with which they are faced. They also need the professional and expert guidance of qualified and trained individuals to provide professional development for their curriculum needs.

It was felt that professional development should not be done for the sake of doing it as that would have no value. The SMTs try to listen to the needs of the teachers when providing professional development at school. However, if there is an issue that they cannot address, then they have to look for outside expertise. The issues that arise here are who the service providers are; the cost factor; and bringing in the right people at a time that would suit everyone. The SMTs agree that professional development should be school-based but that the factors mentioned above are a great challenge to doing this. The teachers agree that the school context is the best place for the development of teachers.

Graph 4.8, below, shows that the majority of the teacher respondents support school-based CPD.





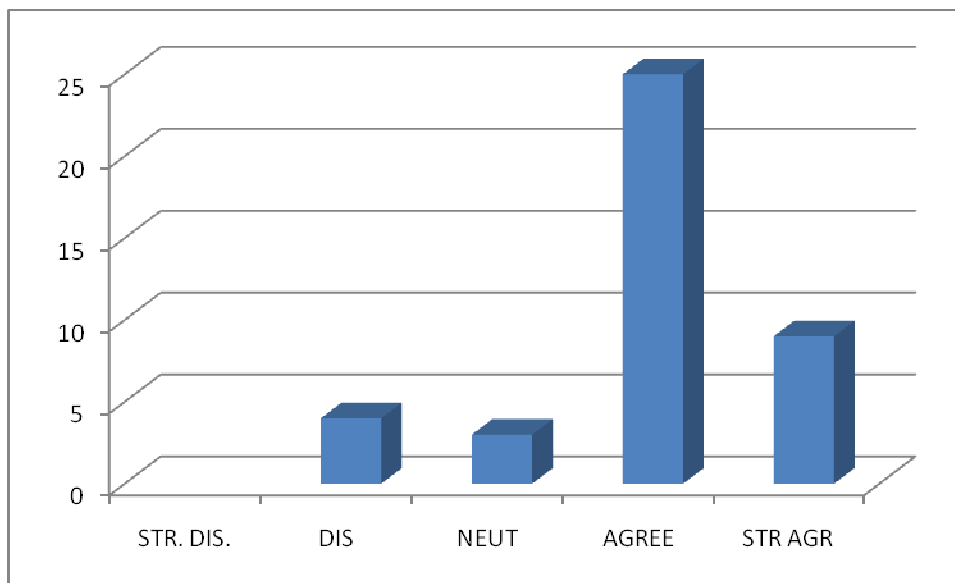
**Graph 4.8: Q. 6 - I think that the school context is the best place where teachers can develop themselves.**

Policy implementation was seen as another challenge in managing school-based CPD by the principal of School 1. The NPF sets out guidelines regarding the CPD of teachers and teachers have attended workshops regarding its implementation. However, this policy has not yet been implemented. One principal described policy implementation as a hurdle and explained further that there is lack of feedback and follow-up training after teachers attend workshops. He experienced resistance from teachers in terms of their being forced to attend professional development activities to earn points - especially senior teachers. Another challenging factor in managing school-based CPD is cost. If teachers are required to pay for professional development there is resistance and non-compliance. It was pointed out that it was difficult to monitor teachers attending courses and the fact that teachers would attend professional development just to earn points. These are valid issues that the policy does not address. The SMTs agree that teachers should be consulted regarding professional development activities that are relevant to their needs. If teachers take ownership of professional development, then it will be more meaningful to them. The principal of School 1 said:

*Management takes on the responsibility of doing staff development...but it is in consultation with the staff.*

This statement is supported by the other members of SMTs who were interviewed. It is further supported by the findings in the responses to the questionnaire - as evidenced in Graph 4.9,

below, which shows that teachers agree that they have a shared responsibility in professional development.



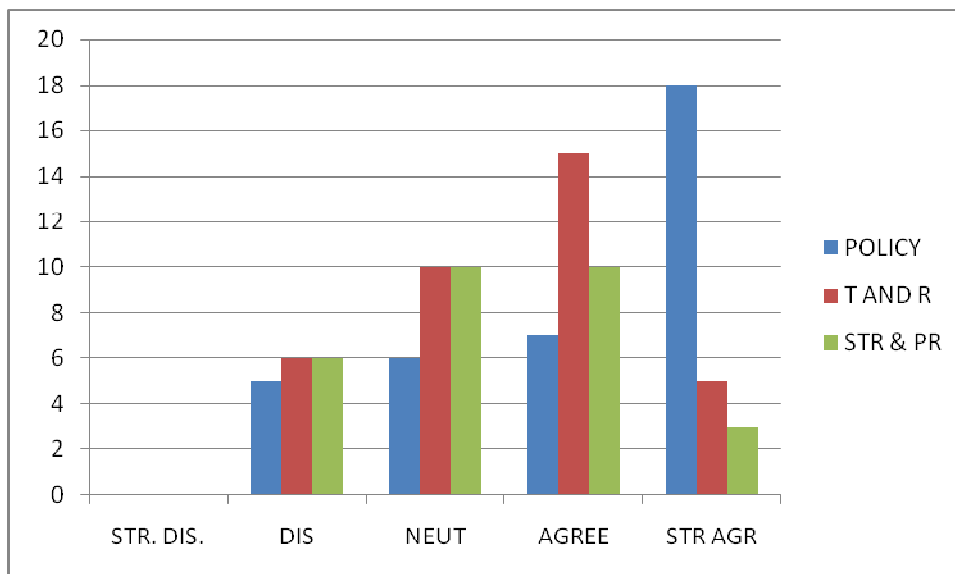
**Graph 4.9: Q. 5 - The teachers at my school have a shared responsibility with regard to professional development at my school.**

#### *Lack of Time for CPD*

A lack of time for CPD seems to be one of the major challenges that emerged from the interviews and questionnaires. The challenges of time revolve around various issues: the first of these is time for professional development activities: When should professional development activities be held at school? The three HODs who participated in this study had many teaching responsibilities and did not have time to develop the teachers in terms of curriculum concerns. The principals and the deputy principals spoke about the lack of time in relation to management and administrative tasks.

*.... The time factor is a huge problem and meeting all... besides the curriculum, the extra-curricular activities, fundraising activities that we have and then you have meetings and workshops coming up... where do you fit all these... you can't find the time. That is a huge challenge for us (HOD1).*

Graph 4.10, below, shows the findings from the responses to the questionnaire which includes time constraints as a challenge to school-based CPD.



**Graph 4.10: Q. 8 - Professional development at my school is problematic in terms of POLICY, TIME AND RESOURCE and STRUCTURE AND PROCESSES.**

Teachers have a heavy workload and many classroom responsibilities, such as assessment, remedial work, marking, planning work and meeting the demands of the curriculum which take up much of their time. The teachers are also involved in extra-curricular activities after school; in fundraising activities; in department workshops for the Curriculum Assessment Policy Statements (CAPS) and in meetings at school. One of the HOD said:

*The only time we have is on a Friday afternoon... we want to go and that's the only time when we can have professional development course or workshops or any activity. I don't think anyone would want to do it on a Saturday (HOD 3).*

Teachers are unwilling to attend professional development on a Saturday. Teachers are also unwilling to stay after school - especially on Friday afternoons.

Another head of department was of the opinion that taking teachers out of school during teaching time presented a challenge. She highlighted the point that the problem was what to do with the learners during that time teachers were away at professional development workshops. There was no budget for the school to bring in a substitute teacher and this presented a challenge as some classes are not taught and the remaining teachers have to care for a large number of learners.

Apart from caring for the learners in classes where their teachers go for training, teachers are overloaded with other activities, such as a variety of extra-curricular, cultural and fundraising

activities. Teachers are also involved in preparing learners for competitions, such as speech contests, art competitions, essay writing competitions, debating contests and storytelling competitions - to name but a few. These activities are time-consuming and they need the teachers' commitment. This overload of work leaves teachers feeling de-motivated, stressed and with a lack of interest and commitment to professional development. The SMTs should, therefore, work in collaboration with the teachers to plan strategies that include proper planning and proper time management. Guskey (2009:230) points out that the issue of time revolves around how time is used. Effective professional development uses time in an organised, structured, focused and purposefully directed way (Guskey, 2009:230).

### *Funding for Professional Development*

SMTs were asked the following question: *What more do you think you could do to ensure that the teachers at your school are provided with more relevant, school-based professional development?* Most of them responded that they would like more funding for professional development.

What emerged from the findings of this research was that funding presented a challenge. Funding for professional development activities, both in and outside the schools is seen as a huge obstacle. Of the three schools participating in the study, only one - School 3 - is subsidised by the school governing body for professional development activities. Although one of the funded schools indicated a professional development budget for the year, funding is still a challenge as only certain professional development activities are subsidised. School 2 does not subsidise teachers who have to pay for their own professional development activities outside the school. Professional development offered by the unions is expensive and this cost factor is a deterrent to teachers at these two schools attending courses/workshops. Certain workshops, like the CAPS workshops, are the only ones subsidised by the school governing body.

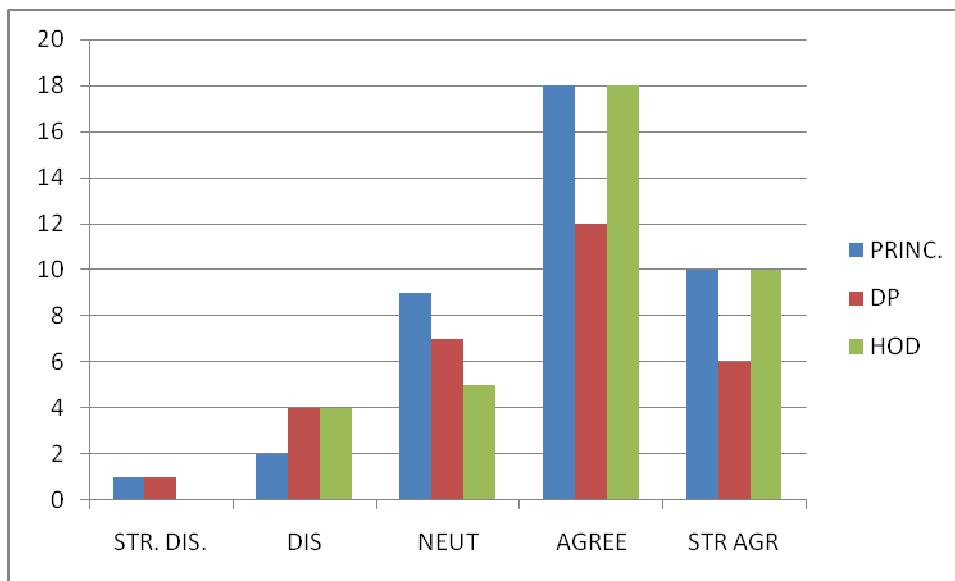
One of the principals stated that the cost factor does cause a resistance in teachers to attend professional development programmes. The same concern was raised by a deputy principal in the other school who suggested that fund-raising activities could be a source of funding the professional development of teachers. The deputy principal was of the opinion that the school governing body would not be willing to subsidise professional development for the teachers as the money used would be wasted if the teachers retired, resigned or were transferred. The SMTs at Schools 1 and 2 noted that bringing in outside expertise costs money. They tend to rely on

sponsorships from companies and stakeholders with a vested interest in education to sponsor the professional development activities of their teachers. Only 17% of the teachers indicated that they see funding for professional as a challenge.

### *Teachers' Attitudes*

The SMTs from the 3 selected schools spoke highly of their staff in terms of their commitment to their work and the learners. However, when it came to professional development and the teachers' attitudes towards professional development, various issues emerge. Resistance to change is one of the issues that emerged - especially with the implementation of the new curriculum, CAPS. Teachers are frustrated by the constant changes to the curriculum and the lack of support from the department. Both the teachers and the SMTs stated that some teachers are not willing to develop themselves. They referred to the apathy amongst teachers; lack of motivation; conflicting views and opinions; dissonance among teachers; and a lack of interest and commitment in the teachers as examples of the teachers' attitudes. One of the principals suggested that the department should provide teachers with incentives - financial or promotional - in order to improve their attitudes. The teachers, on the other hand, feel that the SMTs should be more supportive and should encourage teachers to attend professional development by informing them of relevant available programmes.

The teachers were asked about their perceptions concerning the role of the SMTs in school-based CPD (Question 20). The general response was that the SMTs should lead by example and be involved in their own development and evidence from the questionnaire indicates that the SMTs at these schools are trying to lead by example. This is evident in graph 4.11 where the teachers' agree that the SMTs at their schools lead by example and are actively involved in their own professional development. This finding should help to improve the teachers' attitudes towards professional development - if the SMTs lead the way the teachers are sure to follow.



**Graph 4.11: Q. 17 - The SMT at my school is actively involved in its own professional development and it leads by example.**

According to the teachers, the SMTs should provide opportunities for professional development. The teachers also indicated that their attitudes towards professional development would be more positive if the SMTs worked towards creating collaborative school cultures. The issue of creating a collaborative school culture is important in managing teachers' attitudes and professional development. The literature suggests that this can be achieved if professional development activities are practical and meet the developmental needs of teachers (Steyn, 2011:45; Hunzicker, 2010:3-4). Teachers need to be committed to professional development for it to be successful. They need to establish ownership of professional development so that it is meaningful to them and to do this they should be actively involved in the formulation of policy for CPD at their schools (Steyn, 2009:223). Teachers also need feedback on their professional development as this provides them with opportunities to evaluate their own development (Steyn, 2011:45).

#### **4.5.4 Theme 4: Personal and Professional Development**

According to the SMTs, CPD should include the professional development of teachers as well as their personal development. It is clear from the findings of the interviews that the SMTs encourage the teachers to further their studies as part of their personal development. Some principals encourage the teachers who are studying to share their knowledge with the rest of the staff.

*...when teachers study...we encourage them as part of their courses, if anything new that's coming up... for them to share that information with the staff (P1).*

This is supported by the principal of School 2 who said:

*I know some of our staff members are also busy with honours... so if we know any information that they have that they can share with the staff with regards to that, we encourage that as well.*

Teachers' development includes equipping them with skills to cope and manage issues that are not just curriculum related. The SMTs of all three schools listed social problems that the teachers had to face on a daily basis which include dealing with learners from broken homes; learners who are abused; learners whose parents are unemployed; HIV/AIDS; and unsupportive parents. The classroom is viewed like a stage with the teacher performing a one-man show. The teacher is required to assume many different roles in dealing with learner discipline; the learners' lack of interest in their school work; and poor literacy and numeracy skills. All three principals had identified this need and had brought a psychologist into their schools to address and motivate the teachers and to provide them with guidance. One of the three principals intended to get social workers into the school to address the teachers.

The SMTs at these schools realise that the teachers are unmotivated. One HOD reported:

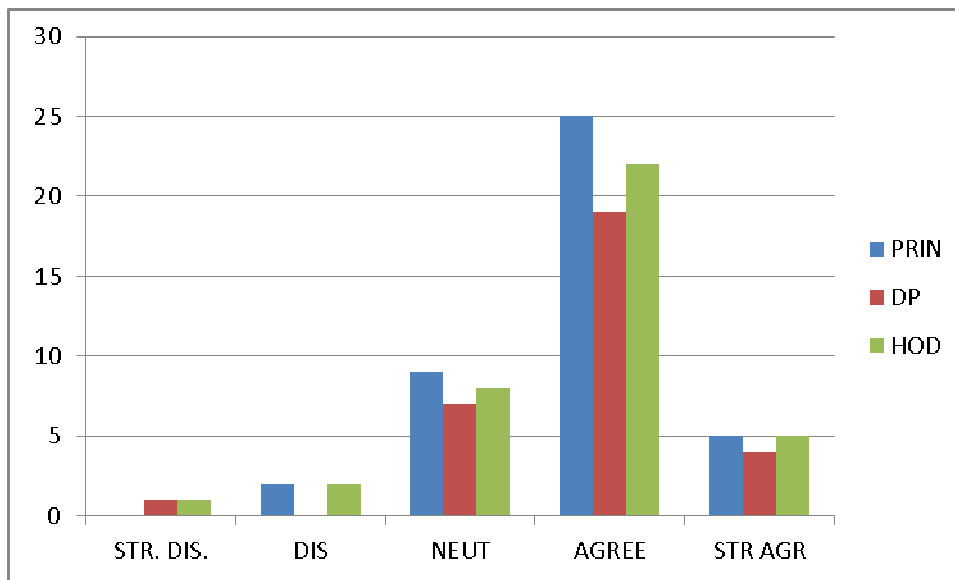
*...the levels of the teachers were so low because you know with the constant change... I organised a motivation speaker, a school psychologist to come and speak to the teachers...it really benefits them... put them in the right frame of mind, you know, to carry on the challenges that they have... you know, to make them stronger (HOD 1).*

Other personal development activities that have been included at the schools are: an address by a doctor on HIV/AIDS; speakers who dealt with values; a team-building session; and a brain-train workshop where teachers were informed about the functions of the left brain and the right brain. These activities depend largely on sponsorships from companies and stakeholders with a vested interest in education.

In terms of curriculum matters the professional development of teachers at the schools is limited to phase meetings and learning area meetings. During these meetings teachers share their knowledge and expertise with one another. One deputy principal identified the Afrikaans teacher as having received an excellent report from the department for her work. This teacher then presented a workshop to the rest of the staff at School 2 on the methods she used in her

classroom. The English teacher at this school was also identified as having excellent ideas on the teaching of English and she work-shopped these ideas with the staff.

Graph 4.12, below, reflects the findings from the interviews. Teachers are given opportunities to share their skills and expertise with other teachers at their schools.



**Graph 4.12: Q. 14 - The SMT provides teachers with time opportunities to share their skills and expertise with one another.**

The SMTs play a role in ensuring that meetings take place on a regular basis. At staff meetings teachers are given the opportunity to address their professional development needs and concerns and, during management meetings, the SMTs follow up on what the teachers have said. Professional development activities outside school are limited to department and union workshops. Information is cascaded or shared when teachers or SMTs who have attended outside courses/workshops return to their school. Despite limited funds and resources at schools, some attempt is made to meet the professional development needs of teachers.

#### *Management style*

Effective leadership and management style play a major role in ensuring the successful implementation of school-based CPD. According to Gimbel *et al.* (2011:20), the schools of principals who support the development of their teachers are better places for teaching and learning. The vision the principal has for the school plays an important role in how school-based CPD is implemented and what professional development activities are provided.



*...to link up with what the vision is of the principal, how you want to steer your school and you need to get your teachers on board with what's your vision (P3).*

The principal must have a clear vision of what is to be achieved for the school. This vision should also be shared by the teachers.

However, the principal does not work in isolation; he works as part of a team with the deputy principal, the heads of department and the teachers. The SMTs at the 3 schools all make an effort to create a collaborative school culture. An open-door policy, transparency, open-mindedness, listening to people and taking their suggestions into consideration, sharing information, addressing issues and finding solutions and democratic leadership are some of the aspects of a collaborative school culture. The question that arises is: *Just how collaborative are school cultures and do the SMTs succeed in creating collaborative school cultures?*

#### **4.6 Conclusion**

In this chapter an analysis of the findings of the study has been given by looking closely at the themes that emerged from the interviews and corroborating the findings with those of the questionnaires. In the next chapter, Chapter 5, an analysis of the data and the themes that emerged from the empirical findings will be given. The final chapter will synthesise and consolidate the findings of the study by providing a summary; making recommendations; and drawing conclusions.

## CHAPTER 5

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

The preceding chapter provided an analysis of the data and the themes that emerged from the empirical study. The purpose of this chapter is to synthesise and consolidate the findings of this study by providing a summary and to make recommendations.

Chapter 1 provided an overview of the study which included the rationale for the study, the problem statement, the purpose statement and the aims of the study. The theoretical framework, research methods, credibility and trustworthiness as well as ethical considerations were highlighted.

In Chapter 2 a review of the relevant literature was undertaken. It reflected the findings of studies focusing on CPD in the South African context as well as in international literature. The literature review concentrated on professional development of teachers, policies on professional development of teachers and identified the gaps in the professional development of teachers.

The research design and methodology used in this study was discussed in Chapter 3. The motivation for choice of research methodology, data collection method and data analysis was given. Issues of research ethics and strategies of enhancing credibility and trustworthiness study were explained.

Chapter 4 provided a detailed analysis of the data. The research findings were presented in terms of themes. The themes emerged from the data collected during the interviews and from the questionnaires.

The purpose of this study was to explore how school management teams managed the school-based CPD of their teachers. The rationale for the study is the need for school-based CPD of teachers and to establish how SMTs manage the CPD of the teachers at their schools. The relevant literature (Wan & Lam, 2010:3; Steyn, 2011:45; Boaduo, 2010:76; Nabhani & Bahous, 2010, 211) identifies the school as the best place for teachers to learn and develop. Effective school-based CPD requires schools to have collaborative school cultures. Fahey (2011:4) maintains that creating a collaborative school culture is not an easy task. According to Fahey, the

reason that many schools struggle to create a collaborative culture is that they are isolated environments. Yates (2007:219) supports this view by adding that because professional development is not school-based, teachers have few opportunities to share their knowledge and expertise with teachers from other schools. This is a contributing factor to the isolation that schools experience.

## **5.2 Summary of Research Findings**

### ***5.2.1 The Role and Responsibilities of SMTs in Managing School-Based CPD***

In the study it was found that the SMTs play a vital role in providing and implementing school-based CPD. However, the roles of each member of the SMT is not clearly defined and clarified. The schools have no guidelines defining the job descriptions of the principal, the deputy principal and the HODs in planning, organising, co-ordinating and controlling professional development in the schools. As a team SMTs are directly involved in the schools' appraisal process - appraising the performance of the teachers as well as themselves. The role of the principal is to provide professional leadership within the school by guiding and supervising the performance of the teachers; offering advice concerning their work; and developing professional development programmes in the school. The role of the deputy principal and HODs in professional development at schools is to contribute to the professional development of teachers by updating them on the latest educational developments and sharing their knowledge and resources with the teachers.

Professional development takes place in a haphazard and unstructured manner. It is inconsistent, with no clear planning and takes place only as and when the need arises. The findings of this study are consistent with the views of Guskey (2009:226-227) who states that most professional development programmes planned by the principal are haphazard. This is because principals rush through the planning process looking for immediate results. The findings from the questionnaire support the fact that the principal takes the lead in initiating, planning, organising and managing professional development in the schools. The majority of the teachers who participated in this study agreed that it is the principal who is responsible for providing professional development at their schools. This is supported in the findings of the interviews conducted with the two deputy principals and the three HODs. The findings from the questionnaires as well as those from the interviews show that the HODs play a greater role in managing professional development than the deputy principal. The reason provided for this is that the HODs work more closely with the teachers than the deputy principal.

The 3 selected schools in the study have no policies or structures in place for the professional development of their teachers. The professional development activities that are provided are guided by the IQMS process. Mestry *et al.* (2009:479) recommend that teachers' professional development needs should be identified in the IQMS process. This is supported by evidence from the questionnaires and the interviews. The needs identified by the teachers in the Professional Growth Plan (PGP) form the basis of what professional development activities are provided. These needs are discussed by the SMTs at management meetings. A common list of needs is drawn up and the SMTs decide what professional development should be undertaken.

The SMTs then assess what professional development may be provided by them and which activities required outside expertise. Bringing in outside expertise is costly and two of the three schools indicated that they could not afford it because of a lack of funds for professional development. This is the only structure that these schools have in terms of professional development but the SMTs stated that this process is, generally, not followed through. The findings show that the SMTs follow some of the steps identified in Earley's training and development cycle (Earley, 2005:233). The SMTs identify and analyse the needs identified in the IQMS process. They plan professional development activities and implement some training. The interview findings indicate that this step is not always followed through and so the needs identified by the teachers are not always met. The only form of monitoring that takes place is through the IQMS process. Professional development programmes are not evaluated because there is no follow-up or feedback for the teachers or from the teachers. Guskey (2009:227) found that very few principals evaluate the professional development programmes for any impact on learner achievement.

The literature review highlights the role of the SMTs - especially that of the principal - as vital in the professional development of teachers. Principals need to be effective leaders by being directly involved in learning and development, not only of the learners at their schools but of the teachers as well (Steyn, 2011:43). The role of the SMTs involves the five principles of management given in Henri Fayol's Administrative Theory. Based on the interview findings the five management roles of planning, organising, co-ordinating, controlling and commanding are important aspects of how SMTs manage CPD at their schools.

The SMTs and the teachers emphasised the need for on-going professional development in the schools. The study's findings show that some professional development takes place at schools. However, the activities are unplanned and take place as the need arises and they are inconsistent and cannot be described as on-going. Professional development is not included in the schools' year plans or term plans as an on-going activity. A need has been identified in an analysis of the Maths results which have been found to be poor in Grades 3 and 6. Teachers have work-shopped how to improve the results but there have been no follow-up workshops with feedback from the teachers. It has not been an on-going exercise with constant feedback from teachers on whether results have improved and what contributed to the improvement or whether results have not improved and possible reasons for this. A lack of continuity, therefore, does not promote further development. This is supported by the teachers who felt that there should be constant feedback and follow-up to professional development so that problems may be addressed on an on-going basis and not in isolated instances.

The professional development of teachers at school in this study seems to be limited to phase, grade and learning area meetings. Although teachers are provided with opportunities to share their expertise with other teachers, there are no opportunities for feedback from the other teachers regarding the implementation of ideas that were shared. Teachers in this study indicated that they would like opportunities for more teamwork and time for on-going professional development. It is the lack of on-going professional development that contributes to the need for motivation, and commitment to, professional development in teachers.

### ***5.2.2. Challenges Faced by SMTs in Managing School-Based CPD at Their Schools***

The findings show that professional development at schools is very limited and lacks consistency because of poor planning. Schools need policies and structures in place to guide management in the implementation of school-based CPD. At present schools have no policies and structures in place for professional development. According to Steyn (2010:222), schools need to have a school policy on CPD and teachers should play an active role in the formulation of this school policy. Informal professional development is a large part of professional development in schools, including discussions between teachers during breaks or one-on-one discussions with members of the SMT. The participants also mentioned mentoring as a form of professional development, but no specific policies are in place to accommodate the mentoring system; it is carried out informally with grade heads or HODs mentoring new teachers in their grades.

The schools' lack of policies and structures for the implementation school-based professional development could be linked to the fact that the NPF for continuous teacher professional development has not yet been implemented by the Department of Education. Schools have received no further feedback or information regarding the implementation of this policy after the initial meeting that teachers attended. According to the SMTs teachers will resist the implementation of this policy if they feel that they are being forced to attend professional development. The NPF will award points to teachers attending CPD. Steyn (2011:221) feels that this may result in teachers developing a negative attitude towards CPD. Basically, this is the resistance that concerns the SMTs.

The SMTs have drawn attention to the need for outside expertise as the expertise in certain areas is lacking in schools, i.e. the need for a social worker or psychologist to address issues, such as that of child abuse. Presently, there are no service providers available to schools for this outside expertise and schools are then subjected to a high cost factor. Two of the schools in this study indicated that this was a serious challenge as the school governing body did not subsidise professional development. Another challenge is finding the right people at the right time. The teachers felt that qualified people, especially those who understand what happens in the classroom, are needed to conduct relevant and practical professional development. Some of the facilitators who conduct professional development are far removed from the classroom and do not understand why teachers experience difficulties or are unwilling to implement any changes in their classrooms.

CPD refers to professional development that takes place within the school itself and involves teachers who teach at the school and who deal with the problems and the needs that are unique to that particular school (Steyn, 2011:45; Guskey, 2009:229; Coleman & Earley, 2005:235). The context of each school is different and, therefore, the needs of each school and the teachers will be different. Among the challenges faced by the SMTs are the current professional development opportunities available to teachers. These usually take the form of courses, workshops and meetings - held either by the department or the unions outside the school. Teachers feel that they do not benefit from these professional development activities which tend to be one-off with little or no feed-back or follow-up. The SMTs make some attempt to provide the teachers with school-based professional development, but they are faced with a variety of challenges in doing so. The themes that emerged from the interviews and questionnaires highlight a multitude of challenges in managing school-based professional development.

The issue of time emerged consistently in the findings of this study as a major challenge in all three schools. There were narrations of a lack of time for professional development and time management in performing other tasks. As the need arises a day and time is set aside for professional development. School 3 has set aside Friday afternoons for professional development when learners leave at 13:10 and there are no extra-curricular activities. However, professional development does not take place every Friday as on most Fridays the time is used for staff meetings, grade meetings, learning area meetings or phase meetings.

According to the research findings, teachers are unwilling to stay after hours for professional development. Some of the reasons cited include their involvement in extra-curricular activities during the week and that on a Friday afternoon they are too tired to be involved in professional development activities - as well as the heavy workload of teachers, especially now with the implementation of CAPS. The teachers feel that they are overloaded with preparation for the new curriculum and feel unmotivated, stressed and lack interest in, and commitment to, professional development. Teachers have also shown an unwillingness to attend professional development on a Saturday, although the SMTs suggested Saturday as a possible alternative for professional development.

The findings of a qualitative study on teacher perceptions of CPD in South Africa by Steyn (2009:131) support the findings in this study. The results of Steyn's study show that some participants agreed that CPD should not take place during school time because this would pose the problem of what to do with the classes. Some participants felt that professional development after school would only extend an already long day and they were too tired to attend. Another study by Wan and Lam (2010:12) in Hong Kong on factors that affect teachers' participation in CPD also highlights time as a factor affecting teachers' participation in CPD - citing a heavy workload as the reason for the lack of time. The issue of time is, therefore, not unique to the South African context; it is a challenge to teachers attending CPD, internationally.

The findings of this study suggest that SMTs need to work in collaboration with teachers with regard to time management. Proper planning and time management are two factors that go hand-in-hand. The proper planning of activities for the school to participate in will result in better time management and teachers will not be overloaded with meeting the needs of the curriculum as

well as participating in extra-curricular and cultural activities. This should provide the school with sufficient time to provide CPD for teachers at schools.

Funding for professional development is another factor that emerged as a challenge to implementing school-based CPD. Schools 1 and 2 do not include professional development in the school budget and are not subsidised by the school governing body. The findings show that although these are Section 21 schools, the school fees are much lower than those of School 3, a Section 21 ex-Model C school. Professional development at School 3 is budgeted for and subsidised by the school governing body. Schools 1 and 2 are located in a lower socio-economic area and the school fees charged *per* child are not high enough to cover the costs of running the school and subsidising professional development. It may, therefore, be concluded that the findings of the study show that the socio-economic context of schools plays a vital role in the funding of school-based CPD.

The findings also suggest that the lack of practical, relevant and on-going CPD contributes to the teachers' negative attitude to CPD. According to the literature, professional development - even if it is well planned - is meaningless if the teachers are not committed to their own development (Steyn, 2011:50). Teachers' responses in the questionnaires indicate that they do not want to sit down and listen to some facilitator telling them how to teach. They know how to teach! They want professional development to be interactive, practical and to cater for the diverse needs of all teachers. Findings from the interviews with SMTs have shown that they find teachers uninterested in, and lack commitment to, professional development. The SMTs need to explore the reasons teachers feel this way. The literature states that the reason for this lack of commitment is that teachers do not have ownership of professional development. It is only when teachers are empowered with opportunities to make decisions regarding their development that they will take responsibility and be accountable for professional development (Steyn, 2011: 50).

According to the teachers, the SMTs should know the strengths, weaknesses and capabilities of their teachers. This would enable them to recommend and provide appropriate professional development for the teachers. The teachers also believed that the SMTs should lead by example and be involved in their own professional development. This would enable them to evaluate professional development programmes and, thereby, recommend appropriate professional development for the teachers.



Apathy among teachers regarding professional development should change once teachers realise the benefit of professional development. However, this will only happen when it is on-going and relevant to the teachers needs and teachers have ownership of professional development.

### ***5.2.3 Factors that Contribute to the Successful School-Based CPD of Teachers***

One of the factors that contributes to successful school-based CPD is a collaborative school culture. A collaborative school culture is one where school management embraces shared leadership to promote learning and development (Coleman, 2011:300) and where there is shared decision-making and problem-solving, trust, respect and team work in all aspects of the school (Waldron & Mcleskey, 2010:59). Collaboration in managing and implementing school-based CPD emerged as a major theme in this study.

In this research all the SMTs interviewed reported an open-door policy; open discussion and communication; listening to people and taking their contributions into consideration; and practising a democratic management style with regard to school-based professional development. The findings from the questionnaires support this collaboration. The teachers agreed that the SMTs provide opportunities for the discussion of professional development needs and concerns. Teachers are provided with opportunities for collective problem-solving. Open communication and positive dialogue prevail between the SMTs and teachers, but the majority of the teachers agreed that the SMTs make all the decisions regarding professional development.

According to the literature (Waldron & Mcleskey, 2010:65), in schools that embrace a collaborative culture, decisions are not made individually but, rather, through a decision-making process that includes other individuals who are collectively involved in an activity. The study's findings indicate that teachers identify their needs in their PGP. The SMTs, then, meet and discuss these needs in their management meetings and a common list of needs is drawn up and professional development activities are based on that list. This is the extent of the teachers' participation in the decision-making process for professional development. The teachers receive no further feedback regarding the decisions made at these management meetings - they are only told what professional development would be provided. The question that arises then is: *Just how collaborative are schools and do the SMTs practice collaboration in all spheres of the school?* According to Waldron and Mcleskey (2010: 63), collaborative forms of professional development are based on a constructivist approach to adult learning. It assumes that teachers are active decision-makers in all areas of professional development, including what professional

development will be provided for them. The authors recommend that collaborative professional development should be relevant; should improve learner outcomes; should be school-based; should include follow-up; and should be supported by the SMTs (Waldron & Mcleskey, 2010:63). The findings of this study show that despite the efforts of the SMTs in the three schools to embrace a collaborative school culture, they are still unconsciously adopting traditional forms of professional development in their schools. This highlights the need for the SMTs to understand what a collaborative culture is. It starts with the principal who needs to understand what a collaborative school culture entails; its importance; and the need to support its development in schools (Waldron & Mcleskey, 2010:67).

Another factor that contributes to successful in school- based CPD is when the SMTs and the teachers are convinced that professional development should include personal and professional development. Professional development deals with curriculum-related issues and teaching methodologies. Teachers deal with more than just meeting the needs of the curriculum and methodologies in the classroom as they are exposed to a plethora of social issues on a daily basis. The SMTs in this study recognise the need for the personal development of teachers and some effort has been made to obtain the relevant experts to address these issues, including a psychologist to address the teachers on learner discipline and a doctor to address the problem of HIV/AIDS. Dealing with these social issues has a huge impact on the teachers themselves - Moletsane (2004:204) acknowledges these social issues and their impact on teachers' morale. The SMTs in the three schools involved in this study recognised the need to uplift the teachers by providing them with a motivational session with a psychologist. Other professional development provided at the participating schools included a workshop on values and teamwork. These workshops were conducted on a one-off basis with no further follow-up or feedback. One principal indicated the need to conduct a follow-up workshop on teamwork in the next year.

The findings indicated that these activities have no value for the teachers if they are only conducted when the need arises and there is no continuity. Teachers deal with these issues on an on-going basis and, therefore, they need to be addressed on an on-going basis. Professional development at schools should be geared to obtaining feedback from the teachers and which gives rise to further professional development. Issues should not be dealt with in isolation, but should give rise to long term solutions.

The professional development of teachers at school is limited to phase, grade and learning area meetings. Although teachers are provided with opportunities to share their expertise with other teachers, there are no opportunities for feedback from the other teachers regarding the implementation of ideas that were shared. Teachers have indicated that they would like opportunities for more teamwork and time for on-going professional development. It is the lack of on-going professional development that contributes to the lack of motivation for, and commitment to, professional development in teachers.

### **5.3 Conclusions**

The findings from the interviews and the questionnaires have yielded valuable information on how SMTs manage professional development at their schools. It is clear from the findings that the SMTs play a central role in the management of professional development at their schools, but that there are no clear guidelines on the roles of each member of the SMT regarding how professional development should be provided and managed. The provision of professional development at schools takes place in a haphazard and unstructured manner and cannot be described as continuous. There is no clear planning and structuring of professional development. CPD is conceptualized in different ways by different SMT members and it is done in different ways in different schools.

Generally, it would seem that professional development at the sampled schools that were included in this study is guided by the needs identified by the teachers in their PGP in the IQMS process - the only structure evident in the planning and management of professional development. The response of the teachers in the questionnaires' findings is that they feel that not all professional development activities are relevant to their needs and a problem exists in the availability of professional development that they would like to have at their schools. Although the teachers identify their professional development concerns and needs during the IQMS process, the final decision regarding what professional development should be take place at the school rests with the SMT. Although the SMTs are making some effort to provide professional development at their schools, these activities are not continuous and on-going. The teachers who responded to the questionnaires indicated the need for follow-up and continuity regarding professional development at their schools.

The findings from this study suggest that the sampled schools need to draw up policies regarding continuous professional development. Planning, budgeting and allocating time for professional development should be included in this policy. School policy regarding CPD could serve as a

guide to SMTs and could assist in overcoming the challenges with which they are faced in planning and implementing school-based CPD. A school policy on CPD could also improve teachers' attitudes toward professional development as it may provide them with clear guidelines regarding the management and implementation of professional development. Another finding from this study suggests that teachers need to play an active role in drawing up this policy. This opportunity could give them a sense of ownership of professional development. Teacher resistance to change and professional development as revealed in this study could be reduced by involving teachers in the planning of CPD activities in their respective schools.

CPD should include the personal development of teachers. Being able to cope and deal with the social issues that face them everyday will improve the teachers' motivation and commitment towards professional development and enable them to become more effective in the classroom and, thus, benefit the learners that they teach. The members of the SMTs that were interviewed have all indicated a management style that encourages open dialogue, but the true qualities of collaborative should still be examined. According to the literature (Waldron & Mcleskey, 2010:59-60), a collaborative school culture takes many years to establish and it is also difficult to achieve. The school context plays a role in determining how collaborative school cultures are developed and no two schools have the same context (Waldron & Mcleskey, 2010:59).

The SMTs of the 3 schools in the study are making an effort to embrace some of the qualities of a collaborative school culture. The SMTs have taken the first step towards creating collaborative school cultures, but they still have a long way to go before their schools are truly the collaborative schools that are described in the literature.

#### **5.4 Recommendations**

Based on the findings from the interviews and questionnaires, the following recommendations are made for CPD in schools:

- Schools should draw up a school policy regarding CPD at their schools. The teachers should play an active role in drawing up this policy which should be based on the context of the school. The policy should include planning, time management and budgeting for the school-based professional development of teachers.
- By means of training SMTs should acquire the relevant skills needed to develop teachers. The training needs of the SMTs should be established by administering questionnaires.

- Schools should establish a professional development committee with clear guidelines concerning the roles of each member of the SMT with regard to the management and implementation of professional development. The deputy principal should play a greater role in the management of professional development.
- The SMTs should make certain that school-based professional development is closely monitored and effective strategies are put in place and communicated to all the teachers and the SMT.
- The SMTs should ensure that teachers receive feedback from, and follow-up on, professional development programmes at schools.
- Professional development at schools should be continuous and give rise to opportunities for further professional development programmes.
- 

The following recommendations should be implemented by the Department of Education for CPD in schools:

- The Department of Education and SMTs should collaborate to ensure that teachers are provided with on-going CPD at their schools.
- The Department of Education should develop and train the SMTs to become collaborative school leaders.

### **5.5 Delimitation of the study**

This study focused on three primary schools in the Umlazi District, Kwazulu Natal province. The study is based on how School Management Teams manage professional development at their schools. The selection of the participants was limited to teachers who have undergone the process of professional development. The teachers' participation in the study was limited to responding to questionnaires and was not interviewed.

### **5.6 Limitations**

The limitation of this study is the poor response of the teachers in completing and returning the questionnaires. Of the 60 questionnaires distributed, only 41 were completed and returned. Two schools had a deputy principal, while the third school did not have a deputy principal because of the low enrolment of learners at the school. The principal of the fourth school in the study declined to participate in the study.

## **5.7 Future Research**

The following aspects need further investigation:

1. A similar study may be carried out in other districts in KwaZulu-Natal as well as in other provinces of South Africa.
2. Further studies may be conducted on the relationship between the principals and SMTs in support continuous professional development of teachers.
3. Further research could explore the development of collaborative school cultures.

## **5.8 Conclusion**

From the findings of this study, it seems that school-based continuous professional development is important and of great value to the teachers' career enhancement. It is imperative that school based professional development be well planned in terms of the needs of the teachers and contextual factors. The process should be ongoing to continuously develop the teachers. Teachers' participation in professional development should be as a result of collaboration between the teachers and the SMT.

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## ANNEXURES

### ANNEXURE A: PERMISSION FROM DEPARTMENT OF EDUCATION (KZN) TO CONDUCT RESEARCH IN SCHOOLS



education

Department:  
Education  
PROVINCE OF KWAZULU-NATAL

Enquiries: Sibusiso Alwar

Tel: 033 341 8610

Ref.:2/4/8/383


Mrs Amritha Brijkumar  
157 Hillhead Road  
Brighton Beach  
BLUFF  
4052

Dear Mrs Brijkumar

#### PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct a pilot and research entitled: **HOW SCHOOL MANAGEMENT TEAMS MANAGE SCHOOL-BASED CONTINUOUS PROFESSIONAL DEVELOPMENT OF TEACHERS**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 01 April 2013 to 30 April 2015.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Mr. Alwar at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Director-Resources Planning, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in Umlazi District of the Kwazulu Natal Department of Education.

  
Nkosinathi S.P. Sishi, PhD  
Head of Department: Education

23/04/2013  
Date

#### KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa  
PHYSICAL: Office G25, 188 Pietermaritz Street, Pietermaritzburg, 3201. Tel. 033 3418610 Fax : 033 341 8612  
EMAIL ADDRESS: sibusiso.alwar@kzndoe.gov.za; CALL CENTRE: 0860 596 363;  
WEBSITE: [www.kzneducation.gov.za](http://www.kzneducation.gov.za)

...dedicated to service and performance  
beyond the call of duty



## ANNEXURE B: PERMISSION FROM SCHOOLS TO CONDUCT RESEARCH



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA  
Faculty of Education

Department of Education Management and  
Policy

University of Pretoria

Researcher : A Brijkumar

Cell : 0794986399

E – mail : [amrithabrijkumar@gmail.com](mailto:amrithabrijkumar@gmail.com)

12 February 2013

Fynnland Primary School

P.O. Box 21024

Bluff

4036

Dear Sir / Madam

### REQUEST TO CONDUCT RESEARCH IN YOUR SCHOOL

Dear Sir / Madam

This letter is a request for permission to conduct research at your school. This research study forms part of my Masters Degree in the Department of Education Management and Policy at the University of Pretoria. Title of research: How School Management Teams manage school – based continuous professional development of teachers.

The purpose of this study is to explore the practices of school management teams in the management of school – based continuous professional development of teachers. The



study aims to identify the challenges in managing school – based continuous professional development as well as to explore the factors and strategies that contribute to successful school – based continuous professional development. The knowledge and information obtained from this study will be relevant and valuable to school management teams, teachers and policy developers with regard to the implementation of school – based continuous professional development of teachers.

The participants in this study will include school management teams as well as teachers, as I believe that they are in a unique position of providing the most useful information about the topic being researched. I will be conducting interviews with the school management teams. The duration of the interviews will be 45 minutes and dates and times will be mutually negotiated. I will leave questionnaires for the teachers at your school to complete. The completed questionnaires will be collected after two weeks. Participation in this study is voluntary and you have the right to withdraw at any time. Confidentiality and anonymity regarding information shared is guaranteed. Participation will not impact on teaching time as there will be no disruption to teaching time from the researcher.

Yours sincerely



Amritha Brijkumar

Dr T. Ogina .....  ..... (Supervisor) Dr K. Bipath.....  ..... (Co-Supervisor)

## ANNEXURE C: CONSENT LETTER (SMT)



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA  
Faculty of Education

Department of Education Management  
and Policy

University of Pretoria

Researcher : A Brijkumar

Cell : 0794986399

E – mail : [amrithabrijkumar@gmail.com](mailto:amrithabrijkumar@gmail.com)

12 February 2013

Dear Participant

### INFORMED CONSENT TO PARTICIPATE IN RESEARCH

My name is Amritha Brijkumar. I am a Masters student at the University of Pretoria. My topic is:  
**How school management teams manage school – based continuous professional development of teachers.**

I will be conducting my research within the Umlazi District among School Management Teams in primary schools. You are invited to participate in this research study that I am conducting as part of my Masters degree in the Department of Education Management and Policy at the University of Pretoria. The aim and purpose of this study is to determine the management practices and to identify the challenges faced by school management teams in managing school – based continuous professional development. The study will also explore the factors and strategies that contribute to successful school – based continuous professional development.

Your participation in this study is voluntary and will in no way disadvantage you. Your participation in this study will be one – on – one semi – structured interviews which will be conducted by me. The duration of the study should be no longer than 45 minutes. You may be asked to elaborate or explain some of your answers. The interview will be recorded and I will

also take down notes. After transcription of the interview, a follow – up interview will be arranged to give you the opportunity to verify information obtained during the interview. Your personal contribution and responses are crucial in assisting to answer the relevant questions regarding the implementation of school –based continuous professional development and the role of the school management team.

Your confidentiality and anonymity regarding information provided is guaranteed. You may also withdraw from the study at any time with no negative consequences and any data collected from you during this study will be destroyed. Data collected during this study will be stored for a period of 10 years as required by the University of Pretoria policy. There are no known risks to you as a participant in this study.

Yours sincerely

*Amritha Brijkumar*

Amritha Brijkumar

Agree/Disagree .....

Participants signature : \_\_\_\_\_ Date : \_\_\_\_\_

Researchers signature : *Amritha Brijkumar* Date : 12-02-13

Supervisor : Dr T Ogina : *[Signature]* Date : 12-02-2013

Co - Supervisor : Dr K Bipath : *[Signature]* Date: 12-02-2013

## **ANNEXURE D: CONSENT LETTER (TEACHERS)**



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA  
Faculty of Education

Department of Education Management  
and Policy

University of Pretoria

Researcher : A Brijkumar

Cell : 0794986399

E – mail : [amrithabrijkumar@gmail.com](mailto:amrithabrijkumar@gmail.com)

12 February 2013

Dear Participant

#### INFORMED CONSENT TO PARTICIPATE IN RESEARCH

My name is Amritha Brijkumar. I am a Masters student at the University of Pretoria. My topic is:  
**How school management teams manage school – based continuous professional development of teachers.**

I will be conducting my research within the Umlazi District among School Management Teams in primary schools. You are invited to participate in this research study that I am conducting as part of my Masters degree in the Department of Education Management and Policy at the University of Pretoria. The aim and purpose of this study is to determine the management practices and to identify the challenges faced by school management teams in managing school – based continuous professional development. The study will also explore the factors and strategies that contribute to successful school – based continuous professional development.

Your participation in this study is voluntary and will in no way disadvantage you. Your participation will involve you filling out a questionnaire which should take you approximately 15 minutes. You are not required to give your name or other personal details. However your personal contribution and responses are crucial in assisting to answer the relevant questions regarding the implementation of school –based continuous professional development and the role of the school management team.

Your confidentiality and anonymity regarding information provided is guaranteed. You may also withdraw from the study at any time with no negative consequences and any data collected from you during this study will be destroyed. Data collected during this study will be stored for a period of 10 years as required by the University of Pretoria policy. There are no known risks to you as a participant in this study.

Yours sincerely

*ABrijkumar*

Amritha Brijkumar

Agree/Disagree .....

Participants signature: \_\_\_\_\_ Date: \_\_\_\_\_

Researchers signature: *ABrijkumar* Date: 10-02-13

Supervisor : Dr T Ogina : *T Ogina* Date: 12-02-2013

Co - Supervisor : Dr K Bipath : *Bipath* Date: 12-02-2013

## **ANNEXURE E: INTERVIEW PROTOCOL**

### **INTERVIEW PROTOCOL FOR SCHOOL MANAGEMENT TEAMS**

#### **PURPOSE OF THE STUDY**

The purpose of this study is to explore the practices of school management teams in managing school – based continuous professional development of teachers. The challenges in managing school – based continuous professional development will be identified. The study will also explore the factors and strategies that contribute to successful school – based continuous professional development.

#### **SOURCES OF DATA THAT WILL BE COLLECTED**

Data will be collected by conducting semi – structured interviews with members of the school management team – principals and head of departments from 3 schools in the Umlazi District.

#### **PROTECTION OF CONFIDENTIALITY**

Your confidentiality with regard to your identity and your responses is guaranteed as you are not required to give your name, the name of your school or any personal details. Your participation is voluntary and you may withdraw from the study at any time. Any information provided by you will be destroyed. There are no known risks resulting from your participation in this study.

#### **DURATION OF INTERVIEW**

The duration of this semi – structured interview will not take longer than 45 minutes. You may be asked to elaborate or explain some of your answers. The interview will be recorded and I will also take down notes. After transcription a follow – up meeting will be arranged, giving you the opportunity to verify information provided during the interview.

### **SECTION A: BIOGRAPHICAL INFORMATION OF THE SCHOOL**

1. Type of school:

Section 21	
Non – section 21	
Fee paying	
Non- fee paying	



2. Number of learners:

0 - 300	
300 - 600	
600 - 800	
800 or more	

3. Annual income of school:

State	
School fees	
Other	

4. Amount budgeted for professional development of teachers: \_\_\_\_\_

**SECTION B: PARTICIPANT INFORMATION**

1. Position

Principal	
Deputy Principal	
Head of Department	

2. Numbers of years' experience: \_\_\_\_\_

3. Qualifications:

Professional	
Academic	

6. Subjects taught:

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7. Number of hours of teaching time:

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8. Number of staff in department: \_\_\_\_\_

**SECTION C: SEMI – STRUCTURED INTERVIEW – SCHOOL MANAGEMENT TEAM**

**1. HOW DO SMT ‘s UNDERSTAND PROFESSIONAL DEVELOPMENT?**

1. What is your understanding of “professional development?”

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2. What is your opinion on the importance of professional development?

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**2. HOW DO SMT’S MANAGE CONTINUOUS PROFESSIONAL DEVELOPMENT AT THEIR SCHOOLS?**

3. Who provides for the needs and resources for professional development activities at your school?

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4. What are some of the professional development activities offered to the teachers at your school?

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5. What is your role in the provision of professional development activities at your school?

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6. How do you make decisions regarding what professional development activities should be provided?

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7. How are you as the school management team involved in your own professional development?

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8. As a member of the school management team, what more do you think you could do to ensure that the teachers are provided with relevant school – based professional development?

**3. WHAT ARE THE CHALLENGES FACED BY THE SMT'S IN MANAGING SCHOOL – BASED CONTINUOUS PROFESSIONAL DEVELOPMENT?**

9. What are some of the challenges that you face in managing school – based continuous professional development?

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10. What do you think are the factors that contribute to these challenges?

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11. Please suggest ways in which you think the identified challenges could be overcome?

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**4. WHAT STRATEGIES ACCORDING TO THE SMT CONTRIBUTE TO SUCCESSFUL SCHOOL – BASED CONTINUOUS PROFESSIONAL DEVELOPMENT?**

12. What are some of the successes that you have experienced in managing school – based continuous professional development?

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13. What are the factors you think that have contributed to these successes?

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14. What policies or structures are there in place at your school for the continuous professional development of your teachers?

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**5. WHAT FACTORS CONTRIBUTE TO CREATING A COLLABORATIVE PROFESSIONAL DEVELOPMENT SCHOOL CULTURE?**

15. What role do the teachers play in the decision – making process for their participation in professional development?

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16. How are the teachers given opportunities to discuss their professional development concerns and needs?

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17. What opportunities are the teachers given to share their knowledge, skills and expertise with other teachers at your school?

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18. How are the teachers at your school encouraged and supported to be actively involved in continuous professional development?

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19. Is there anything else that you would like to add about continuous professional development?

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**THANK YOU FOR YOUR TIME AND CO –OPERATION.**

## ANNEXURE F: QUESTIONNAIRE

### **QUESTIONNAIRE: MANAGEMENT OF SCHOOL-BASED PROFESSIONAL DEVELOPMENT**

This questionnaire forms part of a Masters Degree dissertation titled: How School Management Teams manage school – based continuous professional development of teachers.

#### **PURPOSE OF THE STUDY**

The purpose of this questionnaire is to elicit your responses regarding the role played by the school management team at your school in the provision of school – based continuous professional development of teachers.

#### **PROTECTION OF ANONYMITY**

Your participation in this study is completely voluntary and you are free to withdraw at any stage of the study. Please do not enter your name or contact details of your school on the questionnaire. The information provided by you will be presented in summary format only. Summary of this research will part of a Master dissertation and possibly research article.

Please answer the following questions by crossing (X) the relevant bock or writing down your answer in the space provided.

## SECTION A: BIOGRAPHICAL INFORMATION OF TEACHERS

This section of the questionnaire refers to the background information. Your response will remain anonymous.

1. Age: \_\_\_\_\_

2. Gender:	
Male	
Female	

3. Race:	
Black	
White	
Indian or Asian	
Coloured	

4. Number of years teaching experience: \_\_\_\_\_

5. Your highest educational qualifications:

Professional	
Academic	

6. Subjects taught: \_\_\_\_\_

7. Number of hours of teaching time: \_\_\_\_\_

## SECTION B: QUESTIONNAIRE FOR TEACHER

### HOW TO FILL IN THIS QUESTIONNAIRE

Place a cross (X) in the column containing the number that reflects your opinion most accurately.

QUESTIONS	1	2	3	4	5
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree

1. Professional development activities are a part of staff development at my school.					
2. The professional development activities at my school are well organised and relevant to our needs.					
3. There are policies and structures in place at my school regarding the professional development of teachers.					
4. Professional development activities at my school are based on the needs identified by teachers during IQMS.					
5. The teachers at my school have a shared responsibility in regard to professional development at my school.					

6. I think that the school context is the best place where teachers can develop themselves.					
7. I benefit greatly from the professional development activities offered at my school.					
8. Professional development at my school is problematic in terms of :	Policy				
	Time and resources				
	Structure and				



	processes				
--	-----------	--	--	--	--

## HOW TO FILL IN QUESTIONS 9 – 19.

Place a cross (X) in the column containing the number for all 3 SMT that reflects your opinion most accurately.

QUESTIONS	SMT	1	2	3	4	5
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
9. The SMT are actively involved in providing professional development activities at my school.	<b>PRINCIPAL</b>					
	<b>DEPUTY PRINCIPAL</b>					
	<b>HOD</b>					
10. The SMT at my school make all the decisions regarding professional development activities.	<b>PRINCIPAL</b>					
	<b>DEPUTY PRINCIPAL</b>					
	<b>HOD</b>					
11. There is constant discussions and feedback with the SMT regarding the professional development of teachers.	<b>PRINCIPAL</b>					
	<b>DEPUTY PRINCIPAL</b>					
	<b>HOD</b>					

12. The SMT at my school encourages the teachers to attend professional development activities to improve their knowledge and skills.	<b>PRINCIPAL</b>					
	<b>DEPUTY PRINCIPAL</b>					
	<b>HOD</b>					
13. The SMT at my school encourages the teachers to be actively involved in their own learning by providing opportunities for collective problem – solving.	<b>PRINCIPAL</b>					
	<b>DEPUTY PRINCIPAL</b>					
	<b>HOD</b>					

<b>QUESTIONS</b>	<b>SMT</b>	<b>1 Strongly disagree</b>	<b>2 Disagree</b>	<b>3 Neutral</b>	<b>4 Agree</b>	<b>5 Strongly agree</b>
14. The SMT provides teachers with time opportunities to share their skills and expertise with each other.	<b>PRINCIPAL</b>					
	<b>DEPUTY PRINCIPAL</b>					
	<b>HOD</b>					
15. The SMT	<b>PRINCIPAL</b>					

encourages open communication and shows respect for the views and opinions of the teachers.	<b>DEPUTY PRINCIPAL</b>					
	<b>HOD</b>					
16. The SMT encourages positive dialogue between themselves and the teachers.	<b>PRINCIPAL</b>					
	<b>DEPUTY PRINCIPAL</b>					
	<b>HOD</b>					
17. The SMT at my school are actively involved in their own professional development and lead by example.	<b>PRINCIPAL</b>					
	<b>DEPUTY PRINCIPAL</b>					
	<b>HOD</b>					
18. I think that the SMT at my school can do more to provide relevant professional development for the teachers.	<b>PRINCIPAL</b>					
	<b>DEPUTY PRINCIPAL</b>					
	<b>HOD</b>					
19. The SMT ensures that professional development is ongoing and is a part of everyday teaching.	<b>PRINCIPAL</b>					
	<b>DEPUTY PRINCIPAL</b>					
	<b>HOD</b>					

Please answer questions 20 – 22 in the space provided.

20. What is your perception of the role of SMT in school – based continuous professional development?

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21. What do you think are some of the challenges faced by the SMT in managing school - based continuous professional development?

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22. In your opinion, what contributes or may contribute to successful school – based continuous professional development?

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## **ANNEXURE G SAMPLE OF FILLED-IN QUESTIONNAIRE**

Please answer the following questions by crossing (X) the relevant box or writing down your answer in the space provided.

**SECTION A: BIOGRAPHICAL INFORMATION OF TEACHERS**

This section of the questionnaire refers to the background information. Your response will remain anonymous.

1. Age: 35

1. Gender	
Male	
Female	X

2. Race	
Black	
White	X
Indian or Asian	
Coloured	

4. Number of years of teaching experience: 4 yrs.

5. Your highest educational qualifications	
Professional	HDE
Academic	Grade 12

6. Subjects taught: Eng, AfriK, Maths, Hist, Geog, NS, Tech, Life, Skills, PE, EMS, Zulu

7. Number of hours of teaching time: 27 HRS

**SECTION B: QUESTIONNAIRE FOR TEACHER**

**HOW TO FILL IN THIS QUESTIONNAIRE**

Place a cross (X) in the column containing the number that reflects your opinion most accurately.

QUESTIONS	1	2	3	4	5
1. Professional development activities are a part of staff development at my school.				X	
2. The professional development activities at my school are well organised and relevant to our needs.			X		
3. There are policies and structures in place at my school regarding the professional development of teachers.				X	
4. Professional development activities at my school are based on the needs identified by teachers during IQMS.	X				
5. The teachers at my school have a shared responsibility in regard to professional development at my school.		X			
6. I think that the school context is the best place where teachers can develop themselves.			X		
7. I benefit greatly from the professional development activities offered at my school.		X			
8. Professional development at my school is problematic in terms of :	Policy			X	
	Time and resources			X	
	Structure and processes				X

## ANNEXURE H: A SECTION OF DATA ANALYSIS TABLE

<u>QUESTION</u>	<u>RESPONSE</u>	<u>SEGMENT</u>	<u>CODE</u>	<u>THEME</u>
<p><b><u>PRINCIPAL –</u></b>  <b><u>SCHOOL 1</u></b>            1. What is your understanding of professional development?</p>	<p>Principal: Er.... for me it is an ongoing thing that... er... teachers...er...need to keep abreast of the latest ideas...er... teaching methodologies, strategies...er...to read up on journal articles... er newspaper articles...er... for them to continue studying in areas where they believe they need development in er... or to strengthen their practice in the school...to go and...and read up and study.            So it's an ongoing thing...er...and I think teachers should...should...you know... keep themselves involved.</p>	<p>ongoing thing            teachers...er...need to keep abreast of the latest ideas...er... teaching methodologies,            strategies.            continue studying in areas where they believe they need development            strengthen their practice in the school...to go and...and read up and study</p>	<p>Ongoing            keeping abreast of ideas and methodologies            continue studying            strengthen practice read</p>	<p>Ongoing            Abreast of ideas and methodologies            Further studies            Read</p>
<p><b><u>DEPUTY PRIN –</u></b>  <b><u>SCHOOL 1</u></b></p>	<p>DP: My understanding of professional development would be that...you take the teachers to the next level in as far as improvement of er...deliverance is concerned... there are interaction with children...it makes them feel relaxed and assured if the management provides them with such open...such forum where staff development should take place...you you give...you update...its a way of updating them with the latest development in education as a whole.</p> <p>Hod: Er... it is developing the</p>	<p>take the teachers to the next level in as far as improvement of er...deliverance is concerned            its a way of updating them with the latest development in education as a whole.            developing the class</p>	<p>Improvement in deliverance of education            Updating with latest educational developments</p>	<p>Improvement            Updating</p>



<p><b><u>HOD – SCHOOL 1</u></b></p>	<p>class teacher in terms of handling the classroom situation and fulfilling the needs of the curriculum so that at the end of the day that effective teaching and learning can take place in the classroom. Providing the teacher with resources, providing the teacher with materials that will help him or her to...to fulfil their duties in the classroom.</p>	<p>teacher in terms of handling the classroom situation fulfilling the needs of the curriculum so that at the end of the day that effective teaching and learning can take place in the classroom Providing the teacher with resources, providing the teacher with materials</p>	<p>developing the class teacher fulfilling the needs of the curriculum effective teaching and learning can take place in the classroom resources materials</p>	<p>Teacher development  Curriculum needs  Effective teaching  Resources and materials</p>
<p><b><u>PRINCIPAL – SCHOOL 2</u></b></p>	<p>P: Ok, professional development is...when we as management at the true level ensure that teachers are properly developed professionally...er...that is to do with the...teaching methods, methodology as well as the proper discipline of learners. That's very important as umm...wel las ummm...new...the learning areas, the content and what's to be taught. Also helping learners that are...er...socially deprived. The teachers need to be developed there as well because there's a large number of learners that are ...from socially deprived backgrounds, broken homes as such.  Dp: It is education that is of quality. It is attending workshops, networking, keeping up to date.</p>	<p>we as management at the true level ensure that teachers are properly developed professionally...er...that is to do with the...teaching methods, methodology as well as the proper discipline of learners.  teachers need to be developed there as well because there's a large number of learners that are ...from socially deprived backgrounds, broken homes  attending workshops, networking, keeping up to date.  upgrade and uplift the</p>	<p>Management ensure development of teachers in teaching methodology and learner discipline.  Teachers dealing with learner issues – socially deprived, broken homes  Workshops Networking Up to date  Upgrade development of</p>	<p>Management role in teacher development  Developing teachers to deal with social problems  Workshops Networking Updated  Upgrade  Improve teaching and learning</p>
<p><b><u>HOD – SCHOOL 2</u></b></p>	<p>keeping up to date.</p>	<p>upgrade and uplift the</p>	<p>development of</p>	<p>and learning</p>

	<p>HOD: I would think it is to upgrade and uplift the er...development of teachers to enhance the teaching and learning...in the classroom upgrade and uplift the er...development of teachers to enhance the teaching and learning...in the classroom.</p>	<p>er...development of teachers to enhance the teaching and learning...in the classroom.</p>	<p>teachers</p>	
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## ANNEXURE I: ETHICAL CLEARANCE CERTIFICATE



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA  
Faculty of Education

### RESEARCH ETHICS COMMITTEE

**CLEARANCE CERTIFICATE**

**CLEARANCE NUMBER :**

EM 12/04/01

**DEGREE AND PROJECT**

M.Ed

School Management Teams' management of school-based  
Continuous Professional Development of teachers

**INVESTIGATOR(S)**

Amaritha Brijkumar

**DEPARTMENT**

Education Management and Policy Studies

**DATE CONSIDERED**

12 September 2013

**DECISION OF THE COMMITTEE**

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 Liesel Ebersöhn

DATE

12 September 2013

CC

Jeannie Beukes  
Liesel Ebersöhn  
Dr TA Ogina

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 J: PROOF OF LANGUAGE EDITING

13 Aug 30 12:37

Walter

0117826174

p.2

### DECLARATION OF LANGUAGE EDITING

30 August 2013

#### TO WHOM IT MAY CONCERN

This is to confirm that I have language edited and proof-read the dissertation by Amritha Brijkumar, entitled:

#### **SCHOOL MANAGEMENT TEAMS' MANAGEMENT OF SCHOOL-BASED CONTINUOUS PROFESSIONAL DEVELOPMENT OF TEACHERS**

The language editing process included the checking of spelling, punctuation, syntax and expression. An attempt was made to simplify complex sentences and, where necessary, combine short sentences to clarify meaning. Attention was given to the use of various language elements, such as prepositions, consistency in language usage and formatting as well as tenses and capital letters.



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