

**The role of Integrated Quality Management Systems' coordinators and subject
advisors in the professional development of educators**

by

Morwamakwale Abram Makubung

Dissertation of limited scope submitted in partial fulfilment of the requirements

for the degree

MAGISTER EDUCATIONIS in EDUCATION LEADERSHIP

in the

FACULTY EDUCATION

of the

UNIVERSITY OF PRETORIA

SUPERVISOR: Dr Eric Eberlein

CO-SUPERVISOR: Dr Nylon Marishane

June 2017

RESEARCHER'S DECLARATION

I, Abram Makubung, declare that the dissertation entitled “The role of Integrated Quality Management Systems’ coordinators and subject advisors in the professional development of educators” is my own work. It has never been submitted in any form for a degree or diploma before at any tertiary institution. Where reference has been made to the work of others, the necessary recognition has been given in terms of the list of sources.

DECLARATION BY THE EDITOR

I _____ do hereby declare that the dissertation entitled “The role of Integrated Quality Management Systems’ coordinators and subject advisors in the professional development of educators” was edited by me.

Signature: _____

Date: _____



ETHICS CERTIFICATE

DEDICATION

I would like to express my heartfelt gratitude to my wife Tebadi. Thank you for your love, prayers, support, missed meals and time for socialization throughout this study. Thank you to my children Hope, Faith and Thando and their spouses who have been a pillar of strength and encouragement in this journey.

Thanks to my supervisor, Dr Eric Eberlein and co-supervisor Dr Nylon Marishane who have been my mentors throughout this study. Dr Eberlein, your unequivocal support and mentorship during this project was amazing. Bettie De Kock - UP information specialist, you are a sweetheart for helping MEd and PhD learners - it does not go unnoticed. My family group at the 'Place of Wealth' Highveld Billionaires for prayers, love and patience while missing family group meetings. I wish to express my heartfelt gratitude to my study mate, friend, sister and tutor Mavis Mahlobogoane who has been my strength and inspiration throughout this study. To my friend, my brother and study mate Mr Daniel Rasebotsa - Bro-Danie, you were always there when I needed you.

How can I forget my late father Thebeng and mother Ngwanatshaba for my upbringing? To Lucas, my brother, who took over the baton from my late father together with my mother to make sure I prosper in life. They have been there through thick and thin to make sure I achieve this milestone. Thank you to my siblings Maria, Sarah and Selina who did my washing and prepared food for me from my primary school days to my College of Education days. To my father-in-law Mr Tshehla-Borotho-Simon: 'Tatane' your passion for education has inspired me. 'Phogole' let your children also be inspired to study books until they graduate at the University.

I recognise and appreciate all the respondents that sacrificed their time to make sure this project was realized.

To my spiritual family "Kingdom Embassy Centre" and the 'King's Servant' HE Apostle Dr Alex Tsela and his wife Busi Tsela - Dr Alex, your profound exegesis of the Holy Scriptures and unpacking of a biblical text has rekindled my vision, purpose and destiny.

LIST OF ABBREVIATIONS

ACE	Advanced Certificate in Education
CAPS	Curriculum Assessment Policy Statements
CAR	Collaborative Action Research
CoP	Communities of Practice
CPD	Continuing Professional Development
CPTD	Continuing Professional Educator Development
DA	Development Appraisal
DAS	Developmental Appraisal System
DBE	Department of Basic Education
DIP	District Improvement Plan
DoE	Department of Education
DSG	Development Support Group
EEA	Employment of Educators Act
ELRC	Education Labour Relation Act
EPD	Educator Professional Development
GPLMS	Gauteng Primary Literacy and Mathematics Strategy
ICT	Information and communication technologies
INSET	In-Service Education and Training
IQMS	Integrated Quality Management System
NCS	National Curriculum Statement
NEED U	National Education Evaluation Unit
NEPA	National Education Policy Act
NPFTED	National Policy Framework for Educator Education and Development
OBE	Outcomes-Based Education
PAM	Personnel Administrative Measures
PD	Professional Development
PDA	Professional Development Activities
PIRLS	Progress in International Reading Literacy Study
PGP	Personal Growth Plan
PLC	Professional Learning Communities
PM	Performance Measurement
PMDS	Performance Management Developmental System

RNCS	Revised National Curriculum Statement
RSA	Republic of South Africa
SACE	South African Council of Educators
SBA	School Based Assessment
SIP	School Improvement Plan
SMT	School Management Team
SDT	School Development Team
TIMSS	Third International Mathematics and Science Study
WSE	Whole School Evaluation

LIST OF ANNEXURES

ANNEXURE	TITLE	PAGE
A	Interview protocol	88
B	GDE Permission letter	89
C	Letter of informed consent	90

LIST OF TABLES

NUMBER	TITLE	PAGE
3.1	Selection criteria for participants	51
4.1	Biographical and demographics of the participants	56
4.2	Participants - schools, educators and quintile	57

ABSTRACT

The purpose of this study was to explore in-depth, the role of Integrated Quality Management System coordinators and the role of subject advisors in the professional development of educators in the Tshwane South district and Northern Gauteng district of the Gauteng Department of Education. This qualitative research study used a case study design - the case being the role of two sets of district officials in educator professional development. This study was framed by the four main roles of the district officials as stipulated by the Personnel Administration Measures (1996), namely planning, support, supervision and educator engagement. These four main concepts were not just a point of reference but the conceptual framework underpinning the study. Altogether, eight district officials took part in this study. Semi-structured interviews were employed as data collection strategy in this study. The findings of this study were that the role of officials in planning EPD is varied and often overlaps, that support is mainly provide through school visits, but other means of support are also employed when required, that supervision and oversight is not always developmental in nature, and finally that educator engagement is often insufficient and does not always engage educators in the processes and planning of EPD.

The study put forward recommendations that advance planning, advocacy and training for the implementation of IQMS be done, that professional development activities endorsed by SACE be adopted throughout the system, that a change of focus from monitoring and accountability methods in educator professional development to developmental supervision be adopted, and consultation and engagement with educators in designing and planning professional development activities be prioritised.

Keywords: educator professional development, Integrated Quality Management Systems, coordinators and subject advisors, planning, support, supervision and educator engagement.

TABLE OF CONTENTS

RESEARCHER'S DECLARATION.....	i
DECLARATION BY THE EDITOR	ii
ETHICS CERTIFICATE.....	iii
DEDICATION	iv
LIST OF ABBREVIATIONS.....	v
LIST OF ANNEXURES	vii
LIST OF TABLES.....	vii
ABSTRACT.....	viii
TABLE OF CONTENTS.....	ix
CHAPTER 1 INTRODUCTION AND ORIENTATION TO THE STUDY	1
1.1. Introduction.....	1
1.2 Defining the concept of educator professional development	1
1.3 The legal and policy framework for educator professional development activities.....	2
1.4 The practicalities of educator professional development in South Africa... 4	4
1.4.1 Identifying the needs of educators, schools and districts.....	4
1.4.2 Development Appraisal (DA).....	5
1.4.5 The Integrated Quality Management System processes and implementation	6
1.4.5.1 Election of the School Development Team (SDT)	6
1.4.5.2 The Development Support Group (DSG)	7
1.4.5.3 The Personal Growth Plan (PGP)	7
1.4.5.4 School Improvement Plan (SIP).....	7
1.4.6 The role of district offices and officials in educator professional development	8
1.4.6.1 Challenges in educator professional development and the current situation in South Africa	10
1.4.6.2 Advocacy and training of educators in IQMS	11
1.5 Rationale for the study	12
1.6 Problem statement	13
1.7 Research questions.....	15
1.7.1 Primary research question	15
1.8 Research methodology.....	16
1.8.1 Research approach.....	16
1.8.2 Research design.....	16



1.8.3	Sampling.....	17
1.8.4	Data collection	17
1.8.5	Data interpretation and analyses.....	17
1.9	Conceptual framework	18
1.10	Trustworthiness and credibility	18
1.11	Ethical considerations	18
1.12	Limitation and delimitation of the study	19
1.13	Significance of the study.....	19
1.14	Summary	19
CHAPTER 2	LITERATURE REVIEW	21
2.1	Introduction.....	21
2.2	Educator professional development in context	21
2.3	Purposes and aims of educator professional development	23
2.3.1	Fulfilling educator’s needs.....	25
2.3.2	Needs and priorities of the individual school and communities.....	26
2.3.3	Curricular and instructional strategies	26
2.4	Forms of educator professional development.....	27
2.4.1	Interactive workshops, retreats, courses and study groups	28
2.4.2	Retreats	29
2.4.3	Post-graduate courses.....	30
2.4.4	Study groups.....	30
2.4.5	School and classroom visitations, clustering, peer observation and peer coaching	31
2.4.6	Peer observation.....	32
2.4.8	Collaborative action research and professional learning communities	34
2.4.10	Mentoring.....	36
2.5	Challenges related to educator professional development	37
2.5.1	Ineffective forms of educator professional development.....	38
2.5.2	Lack of contextualization.....	38
2.5.3	Failure to engage educators in the planning of EPD	39
2.5.4	Differing school systems	39
2.6	Summary	40
CHAPTER 3	RESEARCH DESIGN AND METHODOLOGY	41
3.1	Introduction.....	41
3.2	Research approach	41



3.3	Research paradigm.....	42
3.4	Research design.....	43
3.5	Data collection strategy.....	44
3.6	Conceptual framework of the study	45
3.6.1	Planning.....	46
3.6.2	Support.....	47
3.6.3	Oversight and accountability	48
3.6.4	Educator engagement.....	48
3.7	Sampling strategies and participants.....	49
3.7.1	Convenience Sampling	49
3.7.2	Purposive sampling.....	50
3.7.3	Selecting the actual participants.....	50
3.8	Data analysis.....	51
3.9	Trustworthiness and credibility	52
3.10	Ethical considerations	53
3.10.1	Permission to conduct research.....	53
3.10.2	Letters of informed consent.....	53
3.10.3	Confidentiality and anonymity	54
3.11	Summary	54
CHAPTER 4	PRESENTATION OF DATA.....	55
4.1	Introduction.....	55
4.2	The participants.....	55
4.2.1	Describing the participants.....	55
4.2.2	Biographical and demographic details of participants.....	56
4.2.2.1	The area of jurisdiction of the participants.....	56
4.3	Presenting the data	57
4.3.1	Planning.....	58
4.3.2	Support.....	59
4.3.3	Supervision	61
4.3.4	Educator engagement.....	63
4.4	Findings.....	65
4.5	Summary	66
CHAPTER 5	DISCUSSION AND RECOMMENDATIONS.....	67
5.1	Introduction.....	67



5.2	Discussion of the findings.....	67
5.2.1	Finding 1: The role of officials in planning EPD is varied and often overlaps	67
5.2.2	Finding 2: Support in mainly provide through school visits, but other means of support are also employed when required	68
5.2.3	Finding 3: Supervision and oversight is not always developmental in nature	70
5.2.4	Finding 4: Educator engagement is often insufficient and does not always engage educators in the processes and planning of EPD	70
5.3	Recommendations	71
5.3.1	Advance planning, advocacy and training for the implementation of IQMS	71
5.3.2	The adoption of professional development activities endorsed by SACE	72
5.3.3	Change of focus from monitoring and accountability methods in educator professional development to developmental supervision	72
5.3.4	Proposal for educator consultation and engagement in designing and planning professional development activities.....	73
5.4	Limitation of the study	73
5.5	Suggestions for further research	74
5.6	Summary	74
	BIBLIOGRAPHY	76
	Annexure A	87
	Annexure B	90
	Annexure C	91

CHAPTER 1 INTRODUCTION AND ORIENTATION TO THE STUDY

1.1. Introduction

According to Samuel (2008:10) it is the legal duty of educators to organise systematic learning and to render quality education. The National Education Policy Act (NEPA) (RSA, 1996a) attests to the fact that educators are the necessary operators of good quality learning (RSA, 2007:3). According to this document, paragraph 2(1) section 3, provision of quality education is one of the national policy directive imperatives. Howard (2007:7) states that inclusive, equitable, and excellent schools come about where EPD is foregrounded as an essential means to providing and maintaining the levels of knowledge and skill to fulfil what Samuel calls their “constitutive responsibility” (Samuel, 2008:10).

To cite Du Plessis (2013:58) “...the continuous professional development of educators is critical for the welfare of any education system”. However, educators are not alone in their quest to continuously develop and maintain their skills to fulfil this constitutive responsibility. Several important role players are, or should be, there to assist in this process. This study focuses on the role of Integrated Quality Management System (IQMS) coordinators and subject advisors in the professional development of educators.

1.2 Defining the concept of educator professional development

According to Heystek, Nieman, van Rooyen, Mosoge and Bipath (2008:169), educator professional development (EPD) consists of all activities that aim to empower an educator and upgrade the expertise and content understanding of an educator ready to give quality education, while Steyn and Van Niekerk (2008:224) define EPD as the process that involves the “...participation of educators or educational leaders in development opportunities that enable them to be better equipped as educators and educational leaders”.

These views illustrate that EPD is a broad term used to describe individual and group learning, as well as growth. Mathibe (2007: 532) postulates that “...the development and enhancement of educators’ potential should relate to the work they

are doing of not only nurturing the intellectual potential of learners, but also of moral formation and appropriate humanisation per national policies and goals”.

Fullan and Hargreaves (1992:2) indicate the connection between EPD and change in educator practice, which in turn translates into improvement in learner achievement. Mckenzie and Turbil (1999:1) explain the connection as the relationship between staff development, educator learning and classroom practice that is effectively recorded in the written works on reform, school reform and curriculum implementation. They further state that the ultimate effectiveness of any professional development programme must be measured in terms of learner outcomes.

Therefore, in this context and for the purposes of this study, EPD is an umbrella concept describing any planned activity that results in educator learning and development.

1.3 The legal and policy framework for educator professional development activities

The prospects and limitations as defined in the policy framework for improving educator education and development are seriously examined by Mohammed (2009:160). According to the NEPA (RSA 1996a) and the National Policy Framework for Educator Education and Development (NPFTED) (RSA, 2007:3), one of the roles competent educators are required to play is that of being a learning area/subject/discipline/phase specialist. The provision of a creditable context for the provision of educator growth is dependent on the leadership of education authorities such as the national and provincial education departments. The Employment of Educators Act (EEA) (RSA, 1998:86) states that “the purpose of developmental appraisal is to assist personal and professional development of educators to improve the quality of teaching practice and education management”.

The EEA (RSA 1998) as stated above shows that the education departments are duty-bound to supply a suitable situation for the readying and improvement of educators. Strong leadership, good management in institutions and the support systems in districts helps with the effectiveness of continuing professional educator

development (CPTD) (RSA, 2007:3). As stated in the Personnel Administrative Measures (PAM) (RSA, 1998:86), “it is the purpose of development appraisal (DA) to ease the personal and professional development of educators to better the quality of instructional practice and education management”. The functions of the districts in promoting the professional development of educators is among other things, advocacy, training and the proper implementation of the Integrated Quality Management System (IQMS) (Education Labour Relation Act, 2000:7). Educators need to be equipped with quality professional development for them to meet the educational, social and emotional needs of the learners. It is against this legal framework which clearly spells out the roles of those responsible for EPD that the researcher investigated the role of IQMS coordinators and district officials, hereafter collectively referred to as district officials, in the EPD.

The reason for this is that, although many role players in the education sector play important parts in EPD, one role player that the researcher feels is often overlooked, is the district office and the district officials employed there, who are tasked with the professional development of educators. As stated by NEPA (RSA,1996a) district offices, with the help of the appropriate officials appointed there, and backed up by their circuit offices, should implement planning, support, oversight and accountability, and educator engagement in the schools in their district (RSA, 1996a:11). The professional development of educators is a function of the district office in their support of both schools and staff.

According to Fitzharris, Jones and Crawford (2008:392), knowing what educators know and how they practice, is necessary to ensure that there are professionals in every classroom, ready to meet the diverse needs of learners. The policy framework on educator development described above states categorically that it is the obligation of all educators to be engaged in professional development programmes for self-improvement (RSA, 2007:3). According to the Department of Basic Education (DBE) (2011:44) school visits, classroom observation, consultation, cluster meetings, feedback reports, for example, are the forms of support to be given to educators and principals in EPD. In conclusion, the focus of this study was to investigate the role of IQMS coordinators and subject advisors (district officials) in the professional

development of educators, and specifically those district officials in the districts of Tshwane South and North Gauteng in the Gauteng Department of Education.

1.4 The practicalities of educator professional development in South Africa

The introduction in 2003 of the Integrated Quality Management System (IQMS), which brought together the Whole School Evaluation (WSE) policy, the Developmental Appraisal System (DAS), and the Performance Measurement (PM), was aimed primarily at EPD (De Clercq, 2008:12). Kempen and Steyn (2011:32) posit that “a cooperative continuous professional development (CPD) model was enforced and assessed in six special schools in Gauteng, South Africa ready to support educators in their professional capacity”.

However, it appears as if the approach to EPD favoured by provincial education departments, namely the cascade training model, is ineffective (Bantwini, 2009:177). This is corroborated by the finding that educators in South African schools have limited conceptual knowledge (RSA 2007:4). Although prescribed and described in policy, it appears as if, at grassroots level, EPD in South Africa is facing serious challenges.

1.4.1 Identifying the needs of educators, schools and districts

The Gauteng Department of Education (GDE) spelt out its vision to ensure that learners in the province are competent and exit schools with ethical values, understanding, expertise and qualifications that will help them to survive adult life (RSA, 2011/12:1). Its charge is to guarantee that superior education and instruction occurs in the classroom on a daily basis. The policy document (DBE 2011:5) and the Collective agreement 8 of 2003 (ELRC, 2003) contend that this is the assigned control, duty and obligation of the local school district’s officials. The vision and the mission of the GDE are therefore dependent on the district offices to make it happen. The districts are required to implement the district improvement plans and the Human Resource Development scheme in a province.

1.4.2 Development Appraisal (DA)

The aim of development appraisal (DA) is to evaluate each educator in order to identify the strengths and weaknesses of the educator's professional development. According to Monyatsi, Steyn and Kamper (2006:427) the aim of educator appraisal is to develop educators and thereby improve their delivery in schools. They further explain that the effectiveness of the process of educator appraisal is, however, dependent on the perceptions of the educators themselves. Larsen (2009:1) contends that over a period of 20 years, assessment and appraisal has become important to education change endeavours which aim at developing a high-quality education profession. The author elaborates further that dependence on the appraisal of educators must be considered by policy makers around the world. Maharaj (2014:2) agrees with Larsen (2009:2) that educator appraisal and assessment policies exist in school districts in the United States of America, Europe, Asia, and Latin America. He continues that these countries have a high regard for teaching and attempt to strive to offer high-quality teaching as a component of outstanding education.

1.4.3 Performance Measurement (PM)

Section A of the Collective Agreement 8 explains that "the purpose of performance measurement (PM) is to evaluate individual educators for salary progression, grade progression, affirmation of appointments and rewards and incentives" (ELRC, 2003:3). According to the ELRC (2003:4) developmental appraisal and performance measurement inform and strengthen one another without duplication of structures and procedures. Satiago and Benavides (2009:3) state that "meaningful educator evaluation involves an accurate appraisal of the effectiveness of teaching, its strengths and areas for development, followed by feedback coaching, support and opportunities for professional development". They also specify that "it is also necessary to commemorate, acknowledge and recompense the labour of educators". The ELRC furthermore confirms that IQMS development evaluation and production rates communicate and build each one up with replication of form and process. Coimbra (2013:65) describes educators' evaluation as an organisational obligation that executes a general formal assessment of an educator's competence and

performance. In addition, evaluation ensures that each educator's performance in the organisation reveals an acceptable degree of competence, being informed by the learners' success.

1.4.4 Whole School Evaluation (WSE)

Bisschoff and Mathye (2009:395) and the ELRC (2003:3) state that "whole school evaluation (WSE) evaluates the overall effectiveness of a school." In addition, it also evaluates the calibre of instruction and education. According to Collective agreement 8, the team is comprised of outside external supervisors nominated by provincial education departments (PEDs) for the execution of that duty. Moreover, the same agreement indicates that there is internal WSE, which precedes the external WSE (ELRC, 2003:5). The National Education Evaluation Unit (NEEDU) was created in December 2007 at the ANC conference in Polokwane to establish the effect of WSE RSA (2012:4). De Clerq (2008:12) confirms that "the IQMS brought together the three policies for educator appraisal, the last two making up the IQMS educator component". According to ELRC (2003:8), lesson observation of educators in practice is done for the purposes of DA, PM and external WSE. Everyone is informed beforehand by the external WSE team, concerning the school visit for the evaluation of the school (ELRC, 2003:9).

1.4.5 The Integrated Quality Management System processes and implementation

1.4.5.1 Election of the School Development Team (SDT)

For the DA, the principal initiates the process by convening a meeting to elect members of the School Development Team (SDT). The team consists of the principal, the coordinator of the team, associates chosen based on democratic principles, the nominated School Management Team (SMT) members and post level 1 educators (ELRC, 2003:5). Each institution is to determine the size of its own team. Institutions with two or more educators can form a SDT together with the district offices or circuit, thereby giving support to resolution 8 of 2003 (ELRC, 2003:11). The IQMS documents explain the roles and responsibilities of the SMT

and SDT to ensure that everyone is informed as to the operations and routines of IQMS towards educator improvement.

1.4.5.2 The Development Support Group (DSG)

Collective agreement 8 of 2003 (ELRC, 2003) paragraph 2.5.1 stipulates that “after developing the PGP, the educator will be able to prioritise areas of development”. It further indicates that the DSG team is required to be supportive in order to help educators reach their developmental goals. In terms of the composition and selection of the group, the document states that “...for each educator, this should consist of the educator’s immediate senior and one other educator (peer) selected by the educator based on appropriate phase/learning area/subject expertise” (ELRC, 2003:13). Furthermore, the choice of a peer must be based on competency. The chief aim of the DSG is to give instruction and back-up as required. The DSGs and SDTs are structures that have to be introduced in schools for IQMS to be successfully implemented (Bischoff & Mathye, 2009:395).

1.4.5.3 The Personal Growth Plan (PGP)

Collective agreement 8 of 2003 (ELRC, 2003) paragraph 4.9 talks about the PGP which is collectively established. It communicates the SIP which is presented at the district office enabling them to draw up a preparatory personnel back-up plan. The PGP should talk about development in four areas related to sections requiring educator development one of which oversees, for instance, punctuality. There are areas of improvement which the educator’s mentoring and support team provides, such as record-keeping and those that the department supplies such as in-service education and training (INSET) programmes like outcomes based assessment. The educator will take responsibility for improving skills and up-grading himself or herself in enhancing the content knowledge area.

1.4.5.4 School Improvement Plan (SIP)

Defining the (SIP), collective agreement 8 of 2003 (ELRC, 2003) states that it is a blueprint of the actions and procedures required to stimulate institution development. It further states that it is a significant deduction which empowers the institution to quantify its success by continuous self-appraisal. It is the responsibility of the SDT to

supervise success and development as communicated by the SIP. ELRC (2003:14) explains that "...the school-based IQMS coordinator and SDT draws up the SIP informed by the PGP of each educator as well as the other seven focus areas included in the WSE policy". The SIP is therefore a systematic and continuous attempt to improve the state of education that achieves positive results.

In summary, this section outlined the concept of EPD and described the legislative and policy framework as well as the context within which such development takes place in South Africa. Furthermore, the relevant processes and procedures that are place in this country have been introduced. The following paragraphs will describe the rationale for the study, as well as the research methodology that was employed to answer the research questions.

1.4.6 The role of district offices and officials in educator professional development

This study focused on the role of the IQMS coordinators and the subject advisors as district officials who are responsible for putting into effect the activities mentioned above. According to DBE (2013:11) a subject advisor is "...an expert administration-established incumbent educator (educator) in a region or circuit office whose task is to assist syllabus application and develop the situation and procedure of education and instruction via doing inspections, in group discussions and in counselling institutions' managers and educators on syllabus issues". The IQMS coordinator is the "...office-based educator who is responsible for the coordination of IQMS at the district office and works with other IQMS coordinators who are school-based educators" (ELRC, 2003).

Educator as well as school effectiveness depends much on the authorities' duties of leadership. Mentorship also has great potential to sustain an effective school. The NEPA (RSA, 1996a) states that the role of the district office, through its officials, is among other things to provide empowering situations for the betterment of education administrators, educators and institutions' personnel. This responsibility plays an important part in verifying learners' right to instruction of a high quality. According to Luneta (2003:18) the aim of educator improvement is to increase the quality of the

learners' education through developing the quality of instruction. This understanding triggered educational scholars and policy creators to ask for professional development opportunities for educators to intensify their knowledge and to improve current instructional activities. It is the South African Council for Educators (SACE)'s responsibility to administer and enforce Continuing Professional Educator Development (CPTD) in South Africa (DBE, 2008:4, SACE, 2008:12, RSA, 2007:28). However, Moodley (2013:3) argues that a report by NEEDU (2009:26) indicated that professional development syllabuses were inefficient and that SACE was confronted with several situations in reforming educators' negative acceptance of sustainable executive growth and education.

It further states that the effectiveness of the CPTD system depends substantially on strong leadership and good management in schools and, more importantly for this study, on the support systems available and active in districts, provincial and national offices (RSA, 2007:3). In this regard, the ELRC's resolution 8 states that "...the district office has the overall responsibility for advocacy, training and proper implementation of the Integrated Quality Management System"(ELRC, 2003:7).

It is stated in the Policy Framework for Educator Education (RSA, 2007:26) that the district IQMS coordinators' role in the IQMS process is to monitor and support educators, and to empower, motivate and train them in the matters related to professional development. It is the district coordinators' responsibility to lead the advocacy and training of educators on the IQMS which in turn supports the professional growth of educators. The acceptance in the policy framework that merely focussing on planning, professional support capacity and available resources will enable IQMS to obtain some legitimacy and act on the perception that its professional development features are real and that it is not merely an accountability exercise, leaves one with more questions than answers and is another reason to investigate the role of district officials in EPD. In this study, as mentioned before, the district IQMS coordinators were one of the two 'faces' of the district when it comes to the professional development of educators, the other being the subject advisors.

1.4.6.1 Challenges in educator professional development and the current situation in South Africa

There appears to be a knowledge deficiency regarding how district officials' collaborate as well as in the factors that hinder their capacity to provide effective support to schools and educators (Bantwini & Diko, 2011:228). Some scholars only hint at the challenges that district officials are confronted with in the process of supporting educators, without providing a deep analysis of the situation. Verifying high quality instruction and education, competent appraisal, enhanced learner attainment and accomplishment are some of their influential roles.

As far as the current situation is concerned, according to the IQMS Annual Report of 2011/2012 (DBE, 2011/12:80), the supervising and back up given by subject advisors and IQMS coordinators is seen as adequate and the number of school meetings has increased. It is further explained in the report that district support of the needs on the SIPs requires immediate attention. Schools have to be supported by the districts if learner outcomes are to improve. The appraisal of principals by ward managers is questionable as the correct process is not followed in most cases, and schools need more support from subject advisors as specific requests to subject advisors are often ignored. This report put beyond any shadow of doubt the roles that subject advisors and IQMS coordinators play in the professional development of educators.

It is not only this one fact that specific requests to subject advisors are ignored. It has been put plainly in this report that district officials' visits to schools are sporadic. It was also stated as one the challenges that district officials provided limited support on the identified professional developmental needs of educators, and that many schools have not received any training on the design and implementation of a SIP (DBE, 2011/12:99). This situation creates a big gap that makes this study significant in terms of the district official's roles. Winston and Creamer (2007:29) allege that several of the bulk personnel improvement actions are incorporated into the execution of the jobs or duties attached to the contemporary work project, and it is by the monitoring procedure that preparation and improvement demands can better be determined and schemes formulated to resolve them. The aim of DA is to evaluate

every educator in a clear way, the opinion being to decide on the speciality and imperfections, and to come up with an improvement plan for each educator ELRC (2003:3).

1.4.6.2 Advocacy and training of educators in IQMS

Collective Agreement 8 (ELRC, 2003:43) states that "...the Regional/District/Area office must receive training, preferably before schools receive training". The support will understandably be the same as for institutions but just as their obligations will be varied, so the teaching that these administrators get must target their specific duties in IQMS.

In their findings on the quality of IQMS implementation, school effectiveness and a district's engagement with schools, external moderators found that some districts fared badly and that moderators had not completed their first-time visits in those districts (DBE, 2011/12:78). In the light of the situation in these districts, district IQMS coordinators were called upon to become more involved in the activities at their schools and provide the necessary mentoring and coaching.

There was also a call for the training and re-training of all educators on the holistic implementation of the IQMS process, principles and procedures as this is essential and that monitoring by SDTs and SMTs should be prioritised. It has already been stated that the inclusive support, instruction and real application of IQMS is the responsibility of the regional office. The findings propel the researcher to argue that the advocacy and training in IQMS by IQMS coordinators, has been compromised.

The previous two paragraphs presented a disappointing scenario regarding advocacy and training in IQMS. The main reason for the introduction of an appraisal system in an education system, in this case IQMS, is for educator development. It consists, as explained earlier, of developmental appraisal (DA), performance measurement (PM) and whole school evaluation (WSE) which are three programmes designed for the enhancing, monitoring and performance of an education system. This then means that an effective advocacy and training of a performance system to ensure a measure of success is invaluable.

The discussion above provides an introduction to and background of EPD in South Africa. This study lays the foundation for this study, which investigated the role of IQMS coordinators and subject advisors in EPD.

1.5 Rationale for the study

According to Kok, Rabe, Swarts, van der Vyver and van der Walt (2010:342), the Advanced Certificate in Education (ACE) was introduced to help educators cope with the demands of the profession identified by the Integrated Quality Management System (IQMS). The competencies an educator was supposed to acquire in terms of IQMS were (a) the creation of a positive learning environment, (b) knowledge of the curriculum and learning programmes, (c) lesson planning, preparation and presentation, and lastly (d) learner assessment (ELRC 2003:2). The competencies are based on the twelve Educator Performance Standards considered in the IQMS programme.

There is an understanding that educators are important operators in achieving the best quality education (RSA 2006:7). For them to achieve this goal depends on strong leadership and support from the district offices and its officials. What motivated the researcher to investigate the role of IQMS coordinators and subject advisors in the professional development of educators is low or poor learner performance in South African schools which emanates from poor educator output (Munnonde, 2007:127; Bloch, 2012:319). The literature and the research on educator performance have clearly shown that learner outcomes depend significantly on the educator's mastery of the subject matter and its delivery. Bisschoff and Mathye (2009:393) reason that for advanced learner performance, educators need to work very hard and be much smarter.

The researcher's challenges as a mathematics and natural science educator, as well as a Head of Department (HOD) for these subjects, increased an interest in him to study the role of the two sets of district officials (IQMS coordinators and subject advisors) involved in EPD. As indicated before, the cascading training model used by most district officials in professional development was not effective (Bantwini,

2009:177) because it does not take into account the diverse situations and their ramifications in the regions and in the schools of South Africa. Often the facilitators simply inform the educators and school leaders of what is expected of them when the districts carry out school visits, without any consideration of differing school contexts such as the distinction between urban, township and former Model-C schools, or the differences in cultural and socio-economic backgrounds and contexts. These facilitators and the professional educator development opportunities they present, also often fail to take cognisance of the different levels of skill of the educators that attend - some of these educators teach learning areas in which they did not specialise, some are novice educators, while others are nearing retirement.

Because the researcher has experienced what he believes to have been ineffective EPD from district officials and also because the literature points out that both the methodology and the failure to contextualise such professional development is problematic (Bantwini, 2009:177), he believes that the role of district offices in the improvement of educator learning and education as spelled out in the policy framework, deserves further investigation (RSA 2007:3).

1.6 Problem statement

A study of South African education has shown that the majority of educators have not as yet been sufficiently prepared to fulfil the learning demands of a developing democracy in the 21st century in the international arena (NPFTED, 2007:4). It is evidenced by their inadequate understanding of their learning area demonstrated by the many mistakes produced in the content and concepts throughout the lessons they teach (NPFTED, 2007:4). This situation has contributed to low levels of learner achievement. The policy framework detailed above corroborates the fact that a competent educator should be a learning area/subject or phase specialist (RSA 2007:3).

Zimmerman, Howie and Smit (2011:217) mention that the Progress in International Reading Literacy Study (PIRLS 2006) outcomes hinted that South African pupils are still striving to improve the reading literacy abilities required as an instrument for achieving success in education, while Howie and Plomp (2002:606) claim that the

data from the Third International Mathematics and Science Study (TIMSS) indicates that South African learners performed badly in reasoning. TIMSS was formulated to evaluate learners' achievements in mathematics and science in the context of the national curricula, instructional practices in schools and the social environment of the pupils.

Although it is not easy to define effective teaching, the findings indicated above raises questions about the status of teaching and learning in South African schools. The Department of Education is responsible, through its support structures based at district and provincial offices, for monitoring the performance of schools and educators (NEEDU) (RSA, 2012:4). The kind of support required by educators ranges from assistance with curriculum delivery to the implementation of new curriculum which must ensure learner achievement. As an example, Outcomes-based Education (OBE) was regarded as a learner-centred, result-orientated education system established on the premise that individuals have the ability to study, and the ability to show learning after receiving an educational intervention (Fakier & Waghid, 2004:55). Yet the authors bemoan its hampered implementation due to lack of educator skills and competencies, which in turn points directly to a lack of EPD. Carl (2005:223) seems to concur as he argues that although educators were perceived as subject and/or learning areas specialists, little attention, if any, is given to their 'voice' - what they feel they require in order to do the job well.

Bantwini and Diko (2011:226) mention that the role of district officials as education reform agents is undeniable, because they have the capacity and the responsibility to provide effective education support to educators in their professional development. However, as mentioned earlier, there is also a knowledge deficiency regarding how district officials' collaborate in their role as the providers and facilitators of EPD, as well as on the factors that hinder their capacity to provide effective support to schools and educators (Bantwini & Diko, 2011:228). The question one can therefore ask is whether or not educators have the competencies such as subject knowledge, pedagogical and societal knowledge and whether or not there are monitoring, support and EPD structures and programmes in place from the district level to support educators in their work. This study into the role of IQMS

coordinators and subject advisors in EPD attempted to answer at least the latter part of that question by investigating the roles played by district officials in the EPD.

Moreover, the roles and functions of the district office have a single paramount aim, which is to promote the execution of quality public education plus reinforced service delivery in all education institutions (DBE, 2011:19). NEEDU evaluators visit schools, districts and provinces for evaluation (RSA, 2012:14). IQMS coordinators and subject advisors also visit schools to provide support and training to the schools accountable to them (DBE, 2013:11; ELRC, 2003:7).

The important goal for every educator is to provide quality public education and to always improve the quality of teaching and learning (ELRC RSA, 2003:4). Educators are therefore accountable to the broader community. The Department of Education is responsible for providing facilities and resources to support learning and teaching. Bearing in mind that the productive learning results rely on empowerment, motivation and the preparation of educators whom the IQMS seeks to monitor and support, then the importance of the role of the IQMS coordinators and subject advisors in EPD cannot be overemphasized.

1.7 Research questions

This study was directed by a primary research question and several secondary research questions.

1.7.1 Primary research question

How do Integrated Quality Management System coordinators and subject advisors understand their role in educator professional development?

1.7.2 Secondary research questions

What role do IQMS coordinators and subject advisors play in developing, planning and presenting professional development activities?

What support do IQMS coordinators and subject advisors provide in educator professional development?

What role do IQMS coordinators and subject advisors play in the supervision of the professional development of educators?

What are the educator engagement responsibilities of educators in the professional developmental activities at school level?

1.8 Research methodology

1.8.1 Research approach

A qualitative approach was employed in this research study to investigate the roles of the district officials in EPD. The reason for choosing this approach is because it allows for a deep exploration of the roles of these officials from their own perspective (McMillan & Schumacher, 2014:78). The researcher selected the qualitative approach which focuses more on the interpretation of words and the meaning of words, as opposed to the quantitative approach which focuses on numbers. The data gathering technique of interviews also fits well into this approach (Creswell, 2014:20).

EPD occurs in a natural setting - an institution of teaching and learning such as a school, college or university. This approach helped the researcher to capture and study the complexity of EPD, especially the role of the district officials (IQMS coordinators and subject advisors) in EPD (Leedy & Ormrod, 2014:141).

1.8.2 Research design

The case study research design was employed in this study. According to Creswell (2007:73) a case study is a qualitative approach in which the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g. observations, interviews, audio-visual material and documents and reports) and reports a case description and case-based themes. Because the researcher wanted to enhance the understanding of EPD, he prioritised scholarly research questions

(Denzin & Lincoln, 2005:443), because he sought to obtain an in-depth understanding (Creswell, 2007:73) of the role of the district officials in EPD.

1.8.3 Sampling

The researcher focused the study on two research sites - the Tshwane South district and the Northern Gauteng district. They were both selected for the sake of convenience as they lie within easy travelling distance from the researcher's residence and place of work (Cohen, Manion & Morrison, 2007:113). The sampling is also purposive (Cohen *et al.* 2007:114) because the researcher purposively hand-picked the participants based on their typicality or possession of a specific feature being sought. The subject advisors and IQMS coordinators were selected and interviewed because they are the persons most likely to be in possession of the information that the researcher requires to answer the research questions.

1.8.4 Data collection

The researchers used semi-structured interviews to collect the data required to answer the research questions. Denzin and Lincoln (2008:47) posit that semi-structured interview differ from the standardized unrestricted discussion as it presents a collection of matters that are to be investigated with each participant. It is for this reason then that the researcher elected to interview the two IQMS coordinators and two subject advisors from the two selected district offices in order to gather data on their perceptions of their roles in EPD.

1.8.5 Data interpretation and analyses

The data that was collected in this study using the data collection methods indicated above, was summarized, analysed and interpreted - the researcher used content analysis, described by the Cohen *et al.* (2007:475) as "...a strict and systematic set of procedures for rigorous analysis, examination and verification of the contents of written data", to analyse the data. The interview transcripts were critically examined and important topics and themes emerging from the data were noted and described.

1.9 Conceptual framework

This study was framed by a conceptual framework developed using the functions of the district office relating to the professional development of educators as determined in the PAM (RSA, 1996). In this document the functions of district offices in the professional development of educators are discussed under the headings of planning, support, oversight and accountability and educator engagement (RSA, 1996a:11). Each of these aspects, as a part of the conceptual framework used for this study, is discussed in more detail in chapter 3 where the relationship between each of these concepts and the interview questions used to collect the data required to answer the primary and secondary research question, is described.

1.10 Trustworthiness and credibility

According to Creswell (2007:206) credibility is “validation” whereas Eisner (1991) refers to credibility as an “attempt to evaluate the “accuracy” of the determination, as better depicted through the inquirer and the respondents.” This study did exactly that - interviewed both the IQMS coordinators and the subject advisors at the two selected districts whose core functions include educator appraisal, monitoring, syllabus direction, improvement and back up, incorporating control of instruction and comprehensive learning, professional development of educators, the purpose being to establish quality or validity (Morrow 2005:250). Denzin and Lincoln (2008:8) define triangulation as the co-current exposure of aggregate and determined experiences. They continue to explain that “readers and audiences are then invited to explore competing visions of the context to become immersed in and merge with new realities to comprehend” (Denzin & Lincoln (2008:8). By interviewing both the IQMS coordinators and the subject advisors, and by analysing relevant documents, the study triangulated the data in order to uncover and describe the diverse views of these two role players regarding their role in EPD, which contributed to the establishment of the credibility and trustworthiness of the study (Creswell, 2007:204).

1.11 Ethical considerations

Gathering data for any qualitative study which involves a researcher seeking an in-depth description of a phenomenon that might include the private details of the lives of participants requires a sufficient level of trust based on a high level of

confidentiality (Creswell, 2007:239). Maree (2010:42) mentions getting approval documents, acquiring consent in taking part in the discussions and necessary ethical aspects such as the secrecy of the outcomes and discovery of the investigation and security of the respondent's identities. For this study approval was sought and obtained from the GDE (see annexure C) as well as district officials selected for participation in the research.

1.12 Limitation and delimitation of the study

Ellis and Levy (2009:331) suggest that for any research enquiry granted there are underlying premises, restrictions, and boundaries. According to Leedy and Ormrod (2014), postulations, restrictions and delimitations are critical components of a viable research study. Without these considerations clearly articulated, evaluations may raise some valid questions regarding the credibility of the proposal. The researcher acknowledges the limitation of the sample size and the fact that a study of such relatively small scale in a sample of the population not necessarily representative of all the various educational and school contexts in South Africa cannot produce generalizable results and findings.

1.13 Significance of the study

The research investigated and describes the roles played by IQMS coordinators and subject advisors in the professional development of educators in relation to the policy framework (RSA, 2007:3), including the PAM (RSA, 1998:86), and as such adds to the body of literature on the professional development of educators in the South African context.

1.14 Summary

In summing-up, this chapter provides the basis for the report on the study into the roles of IQMS coordinators and subject advisor in EPD. This chapter proves the background to the study in the form of a discussion of the concept of EPD and the legislative and policy frameworks as well as the systems for such development in South Africa.

This chapter also briefly introduces the research methodology for the study, and put forward the basis of the conceptual framework underpinning the study, as well as providing a summary outline of the research methodology involving the research paradigm and approach, data collection strategy and sampling. This chapter also tackled the matters of trustworthiness and credibility, ethical considerations as well as the limitations of the study. Lastly, the significance of the study was discussed. The chapter that follows will provide an overview of the literature on EPD as it pertains to the research questions for this study.

CHAPTER 2 LITERATURE REVIEW

2.1 Introduction

This chapter will present a review of the literature related to educator professional development and the role of district officials in EPD. In order to do this, the chapter will discuss the definition of EPD, the role of district offices in the executive improvement of educators in the South African context, the purposes and aims of EPD, the forms of EPD as well as the challenges related to EPD.

2.2 Educator professional development in context

Professional development, and by implication EPD, can be defined as all activities that aim to empower an educator and to upgrade the expertise and content understanding of an educator ready to give quality education (Heystek *et al.*, 2008:169). Steyn and Van Niekerk (2007:224) define EPD as the procedure that includes the engagement of educators or educational leaders in development opportunities that equip them to be better empowered as educators and educational leaders. Whether educator improvement does take place in the acquisition of subject matter knowledge, quality teaching and learners' learning is what this study will find out.

In dozens of countries around the world as well as in South Africa, the duty and performance of schools ought to be sustainable and the same should apply to duty and performance of educators, provincial departments, circuits, districts and the officials who are employed by the latter. The researcher believes Heystek and Terhoven (2015:623) are emphasising this point when they say that the programme of transformation of education in post-apartheid South Africa must be achievable for educators as they need to understand and utilise progressive education schemes and improve their proficiency to attain the needed standards.

Shalem, Sapire and Sorto (2014:1) are of the view that in South Africa, educators need to understand their own learners' challenges in national (and other) appraisals and improve the quality of their teaching based on learners' mistakes. Some of these challenges are due to lack of proper teaching skills, which result in learners not being properly taught in classrooms, as, for example, an educator's inability to utilise

technology for educational purposes. Educators are required to educate in intensely culturally diverse classes, putting great stress on incorporating learners with educational demands, to use knowledge and communication techniques for learning, and to intensify their preparation within critical and responsible institutions, as well as to interact with parents on a continuous basis in the various schools. The latter part of the statement echoes people's first principles, which include consulting stakeholders, working ethically, being helpful and polite, giving much-needed knowledge to the people, doing things which are visible to the people, changing inefficient rules and producing a clean financial audit (DBE 2011:21). The irony about the statement above is what the researcher found in the studies so far, which indicates that educators are not consulted when it comes to decision-making in curriculum design and development matters.

The question of educator involvement as the stakeholder in public education, particularly in professional development activities, is re-emphasized by Bischoff & Mathye, (2009:393), when they state that IQMS provides an opportunity for educators to self-evaluate themselves to ensure professional growth and development. The researcher believes that through the proper support from education authorities which includes district officials, IQMS will benefit educators and learners as well as schools. Hence, the researcher echoes Kempen and Steyn (2016:32) who cite the UNESCO report (2014:4) that stresses the need to give proper professional support to educators who are necessary contributors to the quality of learning in schools. This support should include, for example, effective training, reconsideration of the cascading mode of delivery, clarity on the roles of educators and effective monitoring of the implementation process. According Heystek *et al.* (2008: 182), professional activities must be built on the determined demands of the institution, social unit and individuals. If educators themselves choose professional development activities for their own development and the improvement of their own professional practices, when something goes wrong in the classroom regarding learner performance, the blame falls squarely on their shoulders.

Heystek *et al.* (2008:182) contend that unless professional development activities satisfy the identified needs of educators, attendance may be for the wrong reasons and that as long as educators are not involved in the design and development of the curriculum for EPD, not only will educators be reluctant to attend workshops, but

effective teaching and learning will not take place in the classroom. Garet *et al* (2001:915) focus on content, opportunities for active learning and coherence with other learning activities. According to Bantwini and King-Mckenzie (2011:226), the South African school districts are the matchmakers between the National and Provincial Departments of Education and the local schools, and their officials perform the underlying duty of supervising the enforcement of all new policies formulated by the National Department of Education and executed by the nine Provincial Departments of Education. Du Plessis (2013:58) warns that supervision, monitoring and accountability as part of EPD should be developmental not judgemental. The primary functions of the district officials came into the spotlight in the article by Du Plessis (2013:58), which reflects on the adoption and implementation of the National Curriculum Statement with its outcomes-based education system for the educators who returned after having been out of the education system for several years.

2.3 Purposes and aims of educator professional development

EPD activities help educators to enhance their pedagogical knowledge, in other words it empowers educators to extend the extent to which they can develop a classroom situation that advances education (Saleh & Pretorius, 2006:113). Educators are exposed to fresh opinions and fresh ideas on how to produce educational outcomes (Angadi, 2013:9). Knowledge based self-instruction as a form of EPD is aimed at the acquisition of knowledge for understanding of information, concepts and theory (Heystek, Roos & Middlewood, 2005:142).

According to Hien (2009:3), human resource management should bear in mind the question of to whom and for what purposes EPD is addressed and why it is important. Hien (2009:4) states that, in general, the aim of EPD is to ensure quality learning and teaching, in addressing individual educator's personal and professional needs and aspirations, and the needs and priorities of individual schools and communities. Phillips, Desmone and Smith (2011:2586) believe that EPD can increase educator learning, advance instruction, and improve learner accomplishment. EPD must thus aim at improving the quality of teaching and learning to attain better learner outcomes and results (Hickcox & Musela, 1992:158)

Schools depend on the quality, commitment and performance of the people who work in them for their success. According to Gordon (2008:33), effective professional development depends on strong leadership. If educators know they are expected to be continuous learners, as their own learners are, they can see themselves as professionals.

According to Mosoge (2012:46) and Tjepkema and Wognum (1999:251), the following may be regarded as the goals of the professional development of educators: (1) personal development which advances educators' abilities and skills for personal use and professional use, (2) career development which supports educators' professional advancement to enable them to work in higher level jobs in the institution or school by providing them with job experience or necessary qualifications, (3) to develop the skills of selected members so that anticipated vacancies can be filled, (4) peer coaching, mentoring and organisational development which improves performance so that the whole institution or school can benefit and serve a common purpose or primary aim in the institution or the primary aim of the education system, i.e. the promotion and attainment of quality teaching and learning.

Educator professional growth ought to be established on the syllabus and educational schemes and have a high impact on the learning of learners in schools. According to Tjepkema and Wognum (2008:225), "...EPD is therefore aimed at promoting learning processes that will, in turn, enhance the performance of both individuals and the organisation as a whole." The Institute for the Advancement of Research in Education (2004:8) posit that the purposes and goals of the professional improvement of educators includes improving the knowledge of educators of the subject matter they teach, giving educators and other institution personnel the understanding and abilities required to assist learners who encounter challenging difficult levels, and is superior, continuing and in-depth in order to have affirmative and permanent results on classroom instruction and educator instructional practice.

This overview of the aims of professional staff development clearly indicates the ongoing and diverse nature of development as well as the core business of the school; that is effective teaching by educators resulting in effective learning by learners. This

means that EPD plays a key role in changing educators' skills and teaching methods, and therefore has an influence on learners' learning achievement (Hien, 2009:3).

Looking at the purposes and aims of EPD indicated in preceding paragraphs, it becomes clear that EPD cannot be 'a one-man show'. The implication here is that all stakeholders in the education system should be involved in EPD. Educators should take the initiative for their professional development (PD), and then other stakeholders such as district officials, HODs, deputy-principals, principals and the community must also assist in EPD. The mere fact that educators are workers for better quality education does not exempt other stakeholders from executing their duties towards EPD. The National Policy Framework for Educator Education (RSA, 2007) states that it has been shown internationally that continuing professional educator development (CPTD) is better when educators themselves are tactically included, when there is a powerful institution-established section dealing with development, and when employers give continuous leadership and support (RSA 2007:3). The next paragraph explores the factors on which the development and implementation of successful EPD is dependent.

2.3.1 Fulfilling educator's needs

According to Tjepkema and Wognum (2007:225) individual educators' personal and professional needs are knowledge and skills for personal and professional use. Mizell (2010:10) contend that excellent educators are indispensable to the developmental activities and educational conditions for EPD. The professional development activities include individual study, designing and executing school improvement projects, organising or attending cluster workshops, attending training courses, mentoring novice educators, participating in and contributing to professional association conferences, and obtaining additional formal professional or subject qualifications. believes potent professional improvement teaches educators to improve the understanding and abilities they require to solve learners' educational difficulties. There is no doubt that this type of EPD will ensure quality learning in schools. It will improve educators' motivation, competence and professional confidence. There are intrinsic rewards like external recognition as educators receive a certificate from SACE in recognition of their achievement and their PD points status will be noted in their service records (SACE, 2008:13). The activities noted in the preceding paragraphs are known as educator

priority activities, chosen by educators themselves for their own development and the improvement of their own professional practices.

2.3.2 Needs and priorities of the individual school and communities

According to DoE and SACE (2008:10) the benefits of professional development are not merely personal. The EPD activities should lead to the improvement of learner achievement and schooling. The benefits are most marked in poorer and disadvantaged communities thereby contributing to social justice. One of the purposes of the CPTD system is related to the goal of enabling the profession to re-establish its standing as a key profession in advancing social justice and contributing to our national development.

Steyn and van Niekerk (2012:74) state that "...staff appraisal is important to the potency of the education profession, the effective management of educational institutions and professional development of individual staff members respectively". The DoE and SACE (2008:15) call these "institution high quality actions" which are pioneered by the school body plus personnel jointly on complete school improvement and organisational situations for the development of education. De Clercq (2008:12) mentions supervising the demonstration of institutions and educators and their developmental programmes in public schools as examples of high quality practices. The knowledge and skills that educators need for personal and professional use are not limited to the so-called scarce skills of the Mathematics and Science learning areas, but also apply to all learning areas offered at individual schools. Not only should educators benefit through IQMS, but also the school, the learners and the community.

2.3.3 Curricular and instructional strategies

Educator professional improvement ought to be established on current syllabus and in functional schemes that have maximum effect on the education of learners in schools. The CAPS document indicates in its all-purpose goals of the South African curriculum that "The National Curriculum Statement Grades R-12 gives expression to the knowledge, skills and values worth learning in South African schools". The syllabus' purpose is to ensure that learners get and implement understanding and abilities in a manner important to their own lives without neglecting global trends (DoE, 2011:4). It is

therefore important to empower educators with the skills and teaching strategies that might help learners to rectify misconceptions and misunderstandings and to construct a proper understanding of ideas and concepts (Yip, 2000:758).

In the South African context, all the official languages, - Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sepedi (Sesotho sa Leboa), Sesotho, Setswana, Siswati, Tshivenda, Xitsonga – as well as non-official languages are part of the curricular depending on which school a learner is enrolled. This means that EPD should take place bearing in mind the official language used in that particular school, but this does not mean the exclusion of EPD for other learning areas which are incorporated in the school curriculum.

2.4 Forms of educator professional development

Steyn and van Niekerk (2008:239) identify the following as the basic forms of EPD; demonstration, coaching, mentoring and job rotation. Other forms of EPD include practices such as study groups, peer coaching, retreats, one-day subject conferences, subject specialists, networking and the ORT courses, group work and formal developmental meetings facilitated by clustering schools (Mathibe, 2007:525). The latter two strategies, together with group work is what Hargreaves (2000:163) calls the development of “the age of the collegial professional.” SACE (2008:21) gives examples of EPD activities by priority category: educator priority activities, school priority activities and profession priority activities as forms of EPD.

Petersen (2007:13) states that mentoring can be a powerful tool in the professional development arsenal, and gives examples which spell out a framework of formulations depicting instructing and its goal for various learning circumstances. He mentions among other things, the ‘brother/friend scheme’ - as soon as a beginner educator starts his/her job, an associate is allocated as his or her ‘buddy’, with the duty to guide and induce the beginner educator in the institution’s culture.

He also mentions linking experienced educators with novice educators inside departments (Peterson, 2001:741). According to Inzer and Crawford (2005:32) state that guidance imparts understanding of learning areas, aids individual improvement, advances prudent decision-making, and assists beginner educators to integrate into a new school and its way of doing things. Peer coaching is a process where educators

work with one another to participate in skills sharing and back-up assistance with the aim of show-casing abilities, acquiring new abilities, and / or identifying problems in the learning environment (Ray, 2013:3).

According to Mandzuk and Clifton (2008:564) professional learning communities present a significant and different sort of professional development because they are located among and within school districts and the experiences of schools and practising educators. According to Lee, Zhang and Yin (2011:820) in that type of approach, educators collaboratively and critically exchange ideas and strategies related to their teaching practices “...in an on-going, reflexive, inclusive, learning-oriented and growth-promoting way to support innovation and knowledge sharing” (Leedy & Omrod, 2011:820).

Gaible and Burns (2005:25) identify standardised EPD, site-based EPD and self-directed EPD as some of the approaches to the professional development of educators. Standardised educator improvement includes set courses and education settings, while individual educator improvement is where educators who identify their own needs engage in creating plans for self-sufficient improvement, and are then willing to share thoughts and opinions with other educators, talking about their difficulties and findings. The sections that follow will discuss in more detail a number of EPD strategies expounded in literature.

2.4.1 Interactive workshops, retreats, courses and study groups

According to Heystek *et al.* (2008:180) workshops are used a great deal by the provincial departments of education in all provinces. At workshops, a team would typically present knowledge and skills to a group of educators over a one, two or three day period, over weekends or during the school holidays. However, according to Montoro (2013:10) surveys among educators regarding EPD design indicated that professional development activities tended to be more ‘traditional’, mostly conferences and workshops, and that these often did not take into consideration educator experience, knowledge or requirements.

Heystek *et al.* (2008:180) contend that workshop training does not necessarily result in the transfer of skills to the workplace. They further allude to the fact that training that is commissioned by the school or by the provincial department of education does not give educators an opportunity to voice their own needs, because the employer decides on the content without considering the actual needs of educators (Heystek *et al.*, 2008:181). In this regard, Mathekga (2005:27) is of the opinion that, for training to increase the likelihood of transfer to the workplace, it must be based on careful assessment of the actual and perceived needs of the participants. Peixotto and Fager (1998:14) clearly substantiate this with what they describe as "...the impotency of once-off EPD ..." as found in the all too common one-shot workshop. The researcher, with the experience of having been an educator, can attest to what was found by the research and literature - that the use of traditional workshops as a form of EPD did little or nothing to assist educators to acquire the knowledge and skills they needed for their personal development and professional use. First and foremost, the time allocated for workshops for EPD was insufficient.

2.4.2 Retreats

Personnel training, and often activities conducted by commercial professionals, provide educators with plenty of satisfaction (Peixotto & Fager, 1998:17). They further state that it is typically a single unbroken or multi-day sitting that gives personnel a better chance to improve if the aims and programme of action they are attending is relevant to their demands and circumstances. Steyn and van Niekerk (2012:64) contend that although retreats are commonly used by business professionals, staff from a school may meet at a venue to discuss a matter of concern or to develop/review a vision and mission for the school and then develop a plan of action to implement the decision taken during the retreat. Peixoto and Fager (1998:17) state that institutions utilising this plan of action found that one of the important advantages resulting from continuous personnel conferences is the advancement done in creating a feeling of executive togetherness between all the personnel. According to Steyn and van Niekerk (2012:64), retreats have the potential to build team spirit amongst colleagues of the same school. Even though retreats are commonly used by business professionals, educators do meet at so-called 'Educator Centres' to discuss issues related to the curriculum through their school-based elected learning area coordinators.

2.4.3 Post-graduate courses

Peixotto and Fager (1998:16) posit that increasingly for short-term training on a specific subject, an educator who has determined a particular content-area need could choose to register for a postgraduate course that would increase his or her understanding in the subject. The National Policy Framework for Educator Education and Development (NPFTED) (RSA, 2007:3) suggests 5 classes of deeds which widen the formal thought on EPD provided through non-governmental organisations, people-established and religious-based organisations, or other endorsed presenters and personal-selected actions. Many such activities may be post-graduate programmes such as the Advanced Certificate in Education (ACE) programme approved by national accreditation bodies for scholarly endorsement and professional development points. Darling-Hammond, Wei, Andree and Richardson (2009:5) found that many educators were indeed involved in a distinct form of traditional professional development - including university study - connected with teaching.

The researcher bemoans the fact that in post-apartheid South Africa, the restructuring of higher education in the country, which was a politically-driven process that aimed in the first instance to achieve the fitness of purpose of all institutions, led to the merging of educator training colleges and universities of education and even to the death of some of them. Therefore, the only higher institutions of learning where educators can enrol for courses are a few colleges and universities. The challenge was that because of financial constraints, not all educators would be able to afford university fees.

2.4.4 Study groups

According to Heystek *et al.* (2008:18), study groups are very popular among educators doing the same course at a university, but are rarely used for professional development. The above authors further posit that study groups consist of educators who organise themselves around a specific topic based on their curriculum (Heystek *et al.*, 2008:18). In the same vein, Peixotto and Fagar (1998:17) contend that learning communities are mostly arranged around a specific subject of curiosity. For instance, primary school educators may determine to interpret and deal with a variety of themes, or the science educators at a secondary institution could form a learning class to establish to what degree the development of the institution's science could depend on the usage of

research-established education. In these study groups, leadership and teaching responsibilities could be allotted to a single person or everyone can take a turn according to a roster. Study groups are an integral part of EPD in many South African schools - educators often converge in learning area groups during departmental meetings to discuss a problem area in their subject. This methodology brought together educators who, according to Wenger and Lave (1998), mutually benefitted in a learning area or matter by co-operating over long periods of time, sharing their views and plan of action, finding out answers and creating inventions.

2.4.5 School and classroom visitations, clustering, peer observation and peer coaching

Loucks-Horsley, Harding, Arbuckle, Dubea, Murray and Williams (1989:36) are of the view that these activities provide educators with concrete information and skills related to their education concerns. They explain further that it is a process which may create development or it may provide information that might be utilised by educators to choose sections or skills for development. According to Bisschoff and Mathye (2009:395) the National Department of Education, in its introduction of the IQMS, was aiming to cater for this process (ELRC, 2003:25).

Harwell (2003:1) posits that it is the urgency of providing EPD that changes educator behaviour in ways that lead to improvement in learner performance. Donnelley (2009:9) contends that educators build their understanding and sureness by being in collaboration with other schools or clusters of schools and thus other colleagues for the improvement of for example learners' reading and writing abilities. According to Peixotto and Fager (1998:14) clusters are a very good conveyance for educators who are thinking about a fresh challenge. Clusters of schools, according to Heystek *et al.* (2008:189), can also decide to write common examination papers where each school is responsible for setting one or two examination papers for the cluster. Mosoge and Uirab (2006) posit that clustering is especially relevant in South Africa where staff from well-resourced schools and those from under-resourced schools can derive mutual benefit from working together.

The preceding thought is emphasized by Donnelley (2009:9) who states that "educators are helped to reflect on their teaching and extend their practice" when working in

clusters. Jita and Mokhele (2014:1) posit that in South Africa educator clusters are a comparatively new and popular experiment in educator improvement, yet there is no finding to confirm their importance. Clustering can also be beneficial to learners, educators and schools if selfless personnel and school managers are deployed in South African schools. As an example of clustering, the Gauteng Primary Literacy and Mathematics Strategy (GPLMS)'s aim was to improve the standards of literacy and mathematics in primary schools in the province. The project was developed by the Gauteng Department of Education (GDE) and was launched in 2011. It was to be piloted in under-performing schools in Gauteng for a period of 4 years. The programme relied on the combination of high quality lesson plans (utilising good practice methodologies) and visits of curriculum and classroom experts to educators on a regular basis. It included the production of lesson plans plus coaching of educators in order to advance improved teaching and learning. The coaches were responsible for supporting educators, implementing lessons plans and assessment tasks, recording and reporting in line with the demands of the policy and managing assessment administration. Their one-on-one interaction with educators was confidential (De Clerq, 2014:306). They were also required to talk to the principals and HODs to keep them updated regarding the broad progress of the GPLMS in the school and to ensure successful implementation. De Clerq (2014:315) posits however that three conceptual weaknesses were identified in GPLMS, the most important being the fact that the initiative was planned and implemented from the top down, without consultation with educators. This flies in the face of the recommendation by among others Heystek *et al.* (2008: 182), when they state that effective EPD must be directed and driven by educator needs.

2.4.6 Peer observation

Shortland (2004:219) states that peer observation has been an aspect of university activity for a number of years and that its aim has been "...to increase teaching quality through the improvement and mutuality of 'good practice'". Donnelley (2009:9) suggests that in addition to peer observation and integrated work within the cluster, staff should be involved in shadowing colleagues. The authors explain furthermore, that educators often communicate about their activities with co-workers in other institutions and countries, via on-line groups.

Shortland (2004: 219) explains that peer observation within higher education (HE) includes observing colleagues in the classroom with the express purpose of supporting continuing professional development (CPD) through peer learning. According to McMahon, Barrett and O'Neill (2007:499) teaching by contextual definition, is an action that is observed. Martin and Double (1998:161) show that by the observation of pedagogy plus collective self-examination with peers, teaching skills can be cultured and improved in supportive cooperation. The researcher agrees that whenever peer observation is exercised from a strictly developmental point of view rather than as part of quality assurance procedures, it appears to benefit of both staff and organisations (Marshall, 2004; Muson, 1998; McMahon, Barret & O'Neill, 2007; Bennet & Barp (2008:560). The researcher once more believes that one of the programmes of the IQMS process which is called Developmental Support Group (DSG) heeded the call for peer observation by including it in the structure. The IQMS programme provided an opportunity for educators to do self-evaluation and thereafter, peer observation. Through the Developmental Support Group (DSG) an educator is observed during the lesson presentation in the classroom in the presence of a peer and an immediate senior who is his/her HOD. The peer is the colleague chosen by the educator to be part of the observation team.

2.4.7 Peer coaching

Jao (2013:290) describes peer coaching as a model of professional development which includes the joining of two colleagues in a special coaching relationship that includes classroom observation, discussion, reflection and feedback that permits both partners an opportunity to learn. Horn, Dallas and Strahan (2002:4) believe that a collective application of peer coaching is the best way in which to advance collaboration which contributes to an improvement in classroom education.

Aderibigbe and Ajasa (2013:125) posit that peer coaching is a cooperative endeavour to facilitate and improve professional development. Although Benson and Cotabish (2014:1) indicate that the traditional purpose of peer coaching was to give confirming response to educators, they agree with Appleton (2008) and Cotabish, Daily, Robinson and Hughes (2013) that in its current application the coach has the major duty to be a

content expert, an educator supporter, a classroom assistant and, now and again, an instructional helper.

According to Hargreaves (2000:165), peer coaching among educators demonstrates great worth, because educators usually show greater improvement collaboratively than they do individually. Yu, Leithwood and Jantzi (2000:370) state that "...staff prefer their peers to present professional development programmes, there is less resistance to such programmes than those that are the exclusive preserve of top management". According to Loucks-Horsley *et al* (1989:38), these activities empower educators to deal their own difficulties, build awareness of expertise, and get mental stimulation.

2.4.8 Collaborative action research and professional learning communities

Maistry (2008:121) believes as educators become involved in collaborative action research and professional learning communities of practice, a sort of partnership is created – one that leads to the showing of faith, the improving of affinity and quality, and an increase in shared regard for the importance of information. According to Sparks and Loucks-Horsley (1989:36) it engages educators in developing curriculum, designing programmes, or engaging in a school improvement processes to solve general or school-specific problems. This form of EPD, they believe, can go a long not only just to ensure collegiality among educators but also to making them leaders in their profession (Sparks & Loucks-Horsley, 1989:36).

Peixotto *et al.* (1998:16) believe that whether carried out separately or in groups, collaborative action research actively commits educators in planning and executing enquiries that serves as fruitful professional development realities. The authors elaborate further that the educators can present interrogations based on amongst other things regional precedence, the institution's aims, or the learning conditions. Over time, via the accumulation and investigation of information, educators gain effective perceptions that constitute a learning activity. According to Hargreaves (2000:162), it is the era of the collegial professional where the duty of the educator has extended to cover group discussions, cooperative preparation and other sorts of activity in cooperation with fellow workers. He continues by saying that it helps educators to share assets, and to create an awareness of and improve joint reactions to individual or

shared challenges. Capobianco, Lincoln, Canuel-Browne and Trimarchi (2006:62) define collaborative action research as a group of educators converging to study and carry out an activity in answer to various matters and interests connected to their profession. In this conceptualization, educator-researchers converge to resolve a matter in order to make a change, and to achieve mutual aims about education and learner learning. Wang, Ke, Wu, and Hsu (2012:127) claim that action research positively affects the lives of both an educator and his/her learners. It is in this light that Danielson (2007) holds that the administration of action research is an important feature of professional development for educators as involvement in an attitude of research is beneficial for supporting educator's professionalism.

MacPhail, Patton, Parker and Tannehill (2014:39) state that communities of practice (CoP) are professional development (PD) which entails collaboration and cooperation between peers who share individual and communal educational and or professional concerns, in which contact and context result in professional learning. This professional learning, they state, takes place through discourse, investigation, and inquiry. Fahara, Bulnes and Quintanilla (2015:113) say that the professional learning communities and communities of practice conceptualization in the field of education appear to be a significant step towards the sustainability of school development. Furthermore, the authors maintain that this conceptualisation streams from the premise that educators' collaboration is important to change a school into an educational system and to provide opportunities for educators' professional development (Fahara *et al.*, 2015:113). Fahara *et al.* (2015:115) define a professional learning community a group of people interdependently and seriously questioning their activity in a currently happening, thoughtful, cooperative, comprehensive, education-guided and development-boosting manner. Similarly, Capobianco *et al.* (2016:76) advise that for collaborative action research to successfully empower educators, they are required to get together with other keen educators to investigate a means to articulate their interests, create activity schemes and act on their schemes for transformation.

2.4.9 Networking

According to Steyn and van Niekerk (2012:64) electronic networks such as e-mail and search engines have the potential to open numerous self-development possibilities for

individual educators. Similarly, Heystek *et al.* (2008:187) contend that the internet, email and electronic networks open possibilities for educators to exchange ideas and tap into the expertise of colleagues all over the country, as well as internationally. Jita *et al.* (2014:1) advise that networks of “...systems, groups of practice and clusters...” improve the possibility for cooperation among schools and/or educators, which in turn advances learning.

2.4.10 Mentoring

According to Goodsett and Walsh (2015:914) mentorships are “...critically supportive, nurturing relationships that actively promote learning, socialisation, and identity transformations within their work environments, organisations, and professions”. Kahraman and Kuzu (2016:77) posit that all the way through history, mentoring has extended into dozens of disciplines. These authors continue to elaborate that mentoring is not a new concept, but rather is as ancient as the biography of human beings (Kahraman & Kuzu, 2016:77). They believe that every individual requires the expert advice of an advisor with whom they share their difficulties and whose ideas they remember when they are experiencing problems. Furthermore, Kahraman and Kuzu (2016:77) hold that an advisor / mentor, both by behaviour and words, delivers his or her experience, providing assurance and shedding light on difficulties. They then conclude that it could therefore be said that the employment of mentoring in improving our civilisation dates back to ancient times. Weisblat and Sell (2012:61) state that, although “...single interviews, workshops and mini-courses, electronic resources, website links, free online courses, plus peer and faculty mentoring are paths in which their centres provide education, resources....” Contribute to EPD, mentoring and professional development are vital tools in the process of increasing educators’ understanding of the value of cooperation and networks. Jay and Miller (2016:169) corroborate this when they state that the daily determination needed, as well as the demands made on a new educator, make it unthinkable for any educator development plan or programme to adequately prepare beginner educators for the experience of their initial education assignment, when mentoring and support are reduced or lacking.

2.5 Challenges related to educator professional development

Some forms of professional development have been criticised as being ineffective, not linked to the educators' daily classroom activities and not relevant to the immediate environment. Bantwini (2009:169) state that some "...well-designed curriculum reforms with impressive goals have failed because too much attention has been focussed on the desired educational change to the detriment of how the curriculum should be implemented". Kedzior (2004:2) argues that there can be "...no single measure accommodating everyone's kind of formulation of powerful educator professional improvement and that such development must be contextualised and developed with input from those who should benefit from it".

Another argument by De Clercq (2008:16) is that although the lessons from educator appraisal, monitoring and support worldwide are valuable, no educator appraisal or development system can be borrowed and transplanted verbatim into another context. This, he says, is so, because countries differ in their school systems and because for example educators in different settings view themselves and their profession differently - whether as civil servants, or professionals who are committed to their work to bring change in the education system and their schools, and because the culture and school climate in which educators' work differs (De Clercq, 2008:16).

Heystek *et al.* (2008:165), also emphasises the fact that the structured learning activities delivered by experts often fail to give the important relationship between what is being learned and the daily activities in schools.

In summary, the literature and the research have so far have shown that in terms of professional development models or approaches, no one model or approach can be used as 'one size fit all'. This statement is made true by the argument that even though EPD done through educator evaluation, supervising and guidance may be trustworthy, no educator evaluation scheme can be adopted and transferred directly to other circumstances (De Clercq, 2008:16). This is due to the fact that nations have differences in their institution's vision, mission and activities and because the degree to which educators perceive themselves as professionals differs.

2.5.1 Ineffective forms of educator professional development

De Clercq and Shalem (2014:129) suggest that there is growing consensus in international and local literature that to be effective, professional development activities in schools need to focus on ways of teaching that improve learners' learning, but there is no clear consensus on the teaching focus and the form in which educator learning is organised. To address this issue, the SACE and DOE (2008:18) state that the chief standard which is a condition for approval by an endorsement committee, is to evaluate the degree to which action is likely to result in improved expertise in learning, involving developed understanding, abilities and a nature for instruction.

The provinces and departments of education use workshops and the cascade model as a training methodology for EPD. The fact that workshop training does not always result in the transfer of skills to the work place poses a threat to what the latter two statements said should be the focus of professional development activities (Heystek *et al.* 2008:180). According to Agandi (2013:10), the disadvantages of the cascade approach used at workshops for educators' professional development is that it adopts a 'single meet for everyone' rule for the promoting and instruction of educators, and acts independently of the educators' individual context and circumstances. We have so far seen from the literature that the cascade method of training for EPD is a recipe for ineffective forms of EPD (Heystek *et al.*, 2008:18).

2.5.2 Lack of contextualization

The neglect of educator involvement in curriculum development negates what the National Policy Framework for Educator Education and Development (NPFTED) (RSA, 2007:3) envisaged as an educator's roles and competencies, namely learning mediator, translator designer of education syllabuses, commander, gathering, department and invigilating duties, bureaucracy, subject area and subject specialist. Inclusion of educators in curriculum development gives a better understanding of the expectations of the education authorities in as far as the curriculum performance of educators is concerned (Carl 2005:223), in other words, education authorities are better able to judge educator effectiveness in curriculum implementation if educators are involved in curriculum design. Murphy and Hallinger (2001) and Massell (2000) also warn that the omission of the district offices and their officials can be done at the peril of the new

curriculum and policy reform enforcement at the contextual level (Bantwini *et al.* 2011:226).

2.5.3 Failure to engage educators in the planning of EPD

According to Kedzior (2004:2), failing to involve educators in the design and planning of EPD to suit their needs results in a lack of stakeholder input. Heystek *et al.* (2008:180) contend that training that is commissioned by the school or the provincial department of education does not give educators an opportunity to voice their own needs. Carl (2005:223) says "...educators do not need to be viewed as mere 'recipients' who are to implement the curriculum in the classroom, they expect to be included in the process of meaningful decision-making where their voices will be heard". The lack of educators' involvement in decision-making about their professional development, defeats '*the people first*' principle which includes audiences with customers, positioning and conforming to work criteria, raising the right to work, securing sustainable conduct giving the needed message to the people, performing publicly and visibly, amending mediocre work and securing quality service for money (DBE, 2011:21).

2.5.4 Differing school systems

According to De Clercq (2008:16) both the educator appraisal and the development system should be contextualised. Collective agreement 8 (ELRC, 2003) states that the aim of performance measurement is to assess individual educators for pay progression, grade progression, assertion of appointment and rewards and incentives. The aim of development appraisal is to evaluate individual educators in a clear fashion with the aim of deciding areas of strength and weakness and to organise programmes for individual development. Both these functions pose a service challenge to the effective implementation of IQMS as an education professional development tool within the South African education system, given its diversity of contexts.

The president's education initiative research project (1999) as reported on in the National Policy Framework for Educator Education and Development in South Africa (2007) found that many South African educators have limited conceptual knowledge, a poor grasp of their subject and less-than-exemplary abstract and capacity understanding, all of which impacts on reduced grades of learners (RSA, 2006:7).

Educators in functioning schools on the other hand use reflexive competences, behave professionally, take responsibility for improving the teaching and learning interaction and in addition have content, pedagogical and societal knowledge. The effective teaching is complex and context-based. The developmental appraisal of educators could take place in such contexts (De Clercq, 2008:8). It is clear that, within these vastly different contexts in South Africa, EPD along the 'one-size-fits-all' model will not be effective.

2.6 Summary

Chapter 2 presented an analytical examination of the writing on EPD and also attempted to augment the discussion in chapter 1 on the roles and duties district officials in the persons on IQMS coordinators and subject advisors. In this regard, Bantwini *et al.* (2011:1) argue that district officials' pre-conditions affect the quality of the aid they provide educators, while internationally, efforts to bring about change in schools have drawn attention to the important role of the school district as an intermediary between central education offices and schools in sustainable school improvement (Corcoran, Fuhrman and Blecher, 2011; Elmore, 1993; Smith, 2007:112). The important role that is played by the local school district officials in educators' professional development is unquestionable (Bantwini *et al.*, 2011:226). The literature review has shown how the school district officials play their role to provide effective educator support towards the implementation of the curriculum in the education system. From the review of literature emerged sub-themes such as the district officials' role in the provision of an enabling environment, organisation, monitoring and support as well as advocacy and training. Improving the quality of teaching and learning to attain better learner outcomes and results emerged in the review of literature under the major topic of the purposes and aims of professional development. The discussion on the forms of EPD and the challenges encountered by the district officials and individual educators were found to be the gaps in the literature which made this study appropriate. The next chapter deals with the research design and methodology and the steps taken in data collection, the preparation and analysis process and in the procedure.

CHAPTER 3 RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter outlines the research procedure used in conducting this study on the role of district officials in the professional development of educators. The researcher describes the conceptual framework employed for the study, as well as how this framework was used to develop the data collection instruments. This chapter also describes the research approach, paradigm, design, data collection strategy used, sampling methods as well as data analysis. Furthermore, the researcher gives details on how trustworthiness and credibility of the study were ensured and the consideration of ethical matters and the safety of the participants.

According Steyn (2011:28) the research question determines the choice of the research approach. In this study, the inquirer used a qualitative research approach to answer the research question: *How do Integrated Quality Management System coordinators and subject advisors understand their role in EPD?*

3.2 Research approach

According to Silverman (2013:5), qualitative research describes the phenomena in context and interprets processes and meanings using theoretically-based concepts and seeks understanding thereof. Creswell (2014:185) defines the core characteristics of qualitative research as "...that earthy scenario, the investigator as central means, more origins of information, causative and analytical information investigation, respondent's content, plan, co-reference and atomistic explanation".

He explains further that there is some common agreement today about the core characteristics that define qualitative research. One of the characteristics in qualitative research mentioned by Creswell (2014:30) is the investigation of a challenge and extending knowledge of an important theme. Maree (2007:50) believes that qualitative research is "...research that endeavours to gather abundant illustrative data concerning a phenomenon or context, with the intention of developing an understanding of what is being observed or studied". Dane (2011:7) agrees with Creswell (2014:30) and Maree (2007:50) respectively on the question of exploring a problem and rich descriptive data.

This study explored the central problem and sought an understanding of the role of the selected district officials in the professional development of educators.

The researcher employed qualitative research in this study because its characteristics, including those being suitable to a natural setting and being reliant on multiple sources of data were relevant. The data collection took place 'in the field' at the site where the participants are experiencing a problem relevant to this study, in this case the districts offices. According to Creswell (2014:185), qualitative researchers by and large collect multiple kinds of data such as interview observations, documents and audio-visual information, rather than to rely on a single data source. The interviewing of district officials formed part of the rationale underlying the choice of this approach, as it best facilitates the proposed investigation into the phenomenon of the role of these officials in EPD (McMillan *et al.* 2014:78).

3.3 Research paradigm

Maree (2007:47) defines a paradigm as "...a setup of suppositions or ideas around central facets of actuality which bring about a specific world-view". It talks about fundamental foundations understood about belief, such as thoughts about the nature of reality (ontology), the relationship between knower and known (epistemology) and assumptions about methodologies. Scotland (2012:9) says that "...a paradigm consists of the under-mentioned parts: ontology, epistemology, methodology, and methods". Dai and Chen (2013:152) explain that "...a paradigm of research on natural phenomena is just involved with the questions of 'what' (ontology) and 'how' (epistemology) and is frequently affirmed to be ubiquitously binding". Epistemology is involved with the nature and forms of knowledge (Cohen *et al.*, 2007:7).

The research paradigm employed in this study is the interpretivist paradigm. Creswell (2009:8) states that interpretive methodology is ordered at knowing the phenomenon from an individual's view, analysing the interchange between persons and the historical and cultural contexts in which people live.

Maree (2016:60) and Creswell (2009:8) indicate that the interpretivist paradigm is sometimes referred to as constructivism because it emphasises the ability of the individual to construct meaning. The reason that the interpretivist paradigm is relevant

for this study is the next belief shared generally by interpretivists about the nature of knowing and reality, and that is that reality as we know it is created or constructed by individuals based on their interpretation of the actions and activities in the world around them (Brooke, 2013:431; Denzin & Lincoln, 2011:92). The researcher and the target of inquiry are joined in this: we know who we are and how we comprehend the world is cardinal to how we understand ourselves (Cohen and Crabtree, 2006). The researcher in this study could only know the role of the participants in EPD from what he was told by them, independently engaging with them and seeing how they construct meaning (de Vos *et al.*, 2011:310). According to Creswell (2007:20), man, in this case district officials, develop subjective meanings of their experiences in their natural setting (the district office) which the researcher sought to uncover and describe using data gathering activities such as interviews and document analysis (de Vos *et al.*, 2001:311).

The other motivation for selecting this paradigm is that the researcher also believes reality is subjective and multiple as seen by the participants as argued in the preceding paragraph. The researcher, therefore, interacts with that being researched (referring to two sets of district officials) with the aim of understanding and interpreting, critiquing and identifying and describing.

3.4 Research design

Leedy and Omrod (2014:4) define a research design as the plan that gives an ordered framework for the researcher to talk about inquiry difficulties and participants to reply to research questions. According to Leedy and Omrod (2014:4) researchers plan their overall research design and specific research methods in a purposeful way so that they can acquire data relevant to their research problems and sub-problems.

McMillan and Schumacher (2014:31) explain that qualitative research designs use methods that are different from those used in quantitative designs. These authors further say that qualitative designs are just as systematic as quantitative designs, but they emphasize gathering data as a naturally occurring phenomenon. Creswell (2014:4) talks of data being typically collected in the participants' real time environment as is the case in targeting the district officials sampled in this study. The research design for this research is a prescriptive and informative case study that is examined by qualitative methods (Thomas 2011:312).

According to Thomas, in a descriptive and interpretive case study, the researcher “...examines, understands and constructs knowledge around the issue using the scenery of a theoretical framework”. Laws and McLeod (2004:5) state that qualitative case studies in education are frequently enclosed with thoughts, theories, and explanations. To dispute the theoretical assumptions or support them, an inductive method is utilised. According to McMillan *et al.* (2014:347) reality is created from the viewpoint of the participants’ perspectives. Thomas (2011:3) posits that the case study method is a sort of investigation that epitomises one thing, to look at it without wanting to popularise it. Delamont (2012:185) attests to the fact that the researcher seeks to study things in their natural settings, trying to make sense of or understand phenomena according to the meanings people give them. Taking into account the interpretive method followed in this study and the nature of the research question, the case study methodology was regarded as fitting to apply since it gives a systematic way to gather information, examine data, and record the results.

The case of how these sampled education district officials understand their role in the professional development of educators was explored and investigated in-depth, as a contemporary phenomenon. The researcher intensively, holistically described it and analysed it as a single instance, phenomenon or social unit (Merriam, 1998:21)

3.5 Data collection strategy

Creswell (2014:189) explains that the collection of information includes setting the boundaries for the enquiry, collecting information through unstructured or half-framed consideration, group discussions, papers, visual contributions, as well as setting up the rule for enrolling. According to Leedy and Ormrod (2014:143), data gathering could include observing and group discussion papers (e.g., newspaper articles), past records (e.g. previous test scores), and audio-visual materials (e.g. photographs, videotapes, audiotapes). This study employed semi-structured interviews as a data collection technique (Denzin & Lincoln, 2008:47).

Silverman (2013:171) states that qualitative interviewing is a good research method for getting at someone’s attitudes and values - things that cannot be ascertained from an official questionnaire. She elaborates further that unrestricted and pliable questions

probably get a more believable reaction than restricted questions and thus give “...the best view of the participants’ perspective, reading of the outcomes, discernments, realities and thoughts”. Qualitative interviewing, when done well, is able to accomplish a degree of penetration and complication than some other qualitative data collection strategies, specifically survey-based, approaches (Silverman, 2014:171).

Creswell (2014:240) posits that person-to-person discussions are perfect for questioning participants who are not afraid to talk and can express themselves as well as venture valid opinions. The abovementioned opinion explains the logic in choosing district officials who were articulate, non-hesitant and shared their ideas comfortably in relation to the primary research and secondary research questions in this study.

The semi-structured interview questions, which outlined the provisions to be investigated with each participant, were developed and recorded in an interview schedule, attached as annexure A at the end of this dissertation (Denzin & Lincoln, 2008:47). This interview schedule, containing a list of the issues the researcher intended to cover, guided the researcher to achieve the aims to collect factual reports about the participants’ subjective states, experiences and observations on the understanding of their roles in the professional development of educators, to accomplish genuine rapport with the participants as well as to elicit confessional reports of situations experienced from which to fashion in-depth descriptions (Flick, 2014:298; Thomas, 2011:163). The interviewees were given freedom to speak so as to provide a wider picture of the task (Silverman, 2014:166).

3.6 Conceptual framework of the study

Jabareen (2009:49) defines a conceptual framework as “...a web, or a form of connected thoughts that unitedly give a comprehensive knowledge of a phenomenon or phenomena”, whereas Miles and Huberman (1994:18) believe that a conceptual framework is “...a critical or written product, one that informs, either graphically or in narrative form, the important situations to be studied - the crucial factors, ideas, or values - and the anticipated dealings between them”. Ravitch and Riggan (2012:3) believe that the conceptual framework is “...an essential means leading to the research problem, intent, investigation, methodology and discussion. It is also determined as an

argument about why the topic one wishes to study is important, and why the means proposed to study it are appropriate and rigorous” (Ravitch *et al.*, 2012:7).

The study’s specific aims were to investigate and have an in-depth exploration and understanding of the role of two sets of district officials in EPD. As mentioned briefly in chapter 1, the conceptual framework for this study consists of a visible listing of the role and functions of districts and district officials as these are prescribed in the NEPA (RSA, 1996), namely planning, support, oversight and accountability and educator engagement. What follows is a more detailed explanation of each of these concepts and how they were used to frame the study.

3.6.1 Planning

The planning process by the district officials starts with collecting and analysing school, circuit and district data to inform planning. It is the responsibility of the district officials to have numbers regarding school enrolments on their records. This type of information is vital when it comes to planning school visits for professional development of educators. Both the IQMS coordinators and subject advisors are allocated a number of schools and educators for EPD as informed by the data that was collected. This information also assists the district during invitation of schools or educators to curriculum road shows. Secondly, the district officials use planning to assist schools with compiling school improvement or development plans after the completion of self-evaluation by educators. Thereafter, the plans are incorporated for educator development into School Improvement Plans (SIP) ELRC (RSA, 2003:13). Thirdly, the district officials are responsible for integrating school improvement or development plans in to district plans. The district IQMS coordinator as part of his or her function during school visits, then collects the school’s SIPs which are submitted to the district office to inform their planning and deployment of support staff. In essence, planning is the foundation of all EPD at district level, and is the responsibility at school level where principals function, of the IQMS coordinators and subject advisors.

To gather information on the planning functions of IQMS coordinators and subject advisors, the following interview questions were used to solicit data from the participants.

- a. How would you define the concept of professional development? Please give some examples to illustrate your answer.
- b. How are you involved in the professional development of educators?
- c. What role do you play in the planning of professional development activities at school level?
- d. What specific planning strategies do you have for planning the professional development of educators?

3.6.2 Support

First and foremost, IQMS coordinators and subject advisors are responsible for assisting educators to do their work in line with education law and policy (RSA, 1996:12). An example of this support is seen in the use and distribution of so-called pacesetters by subject advisors. A pace setter indicates to an educator exactly the topics she or he must teach and at what pace this teaching must take place for the whole year in a particular learning area. Another example of support is the provision by IQMS coordinators of support for novice or beginner educators in the use of IQMS (RSA, 2003:6). Educators receive support from both the IQMS coordinators and the subject advisors through school visits, classroom observation, consultation, cluster meetings, suitable feedback reports etc. (RSA, 2013:12, RSA, 2003:7).

To gather information on the support functions of IQMS coordinators and subject advisors, the following interview questions were used to solicit data from the participants.

- a. What do you think are educators' greatest needs as far as professional development is concerned?
- b. How do you go about supporting educators in their professional development?

c. How do you think others perceive your role as a professional developer of educators at school level?

3.6.3 Oversight and accountability

The education district offices are accountable to the provincial education departments for the performance of education institutions in their jurisdictions. The district offices perform this function through their IQMS coordinators and subject advisors in order to hold principals of schools accountable for the performance of their schools. Both sets of district officials ought to visit schools to monitor, evaluate and provide support to educators so that there is quality teaching and learning in the classrooms (RSA, 1996:12). As a sign of accountability, schools send their ANA test results, educators' PGP scores and SIPs to the district offices after capturing them in their school data basis.

To gather information on the oversight and accountability aspects of the roles of IQMS coordinators and subject advisors, the following interview questions were used to solicit data from the participants.

a. What is the supervisory role that you play in the professional development of educators?

b. How do you engage in their professional developmental activities at school level?

3.6.4 Educator engagement

The PAM (RSA, 2016:37) states that one of the core responsibilities of district officials is to consult with all stakeholders, including principals and educators, on decisions that affect them. These decisions include their needs for professional development. The district officials therefore call educators to curriculum road shows, workshops, IQMS advocacy and training fresher courses etc. at the beginning of each year for the purposes of engaging and consulting with them on general educational and developmental matters (RSA, 1996:27, RSA, 2011:11).

To gather information on the educator engagement functions of IQMS coordinators and subject advisors, the following interview question was used to solicit data from the participants.

- a. How do you engage educators in their professional development activities at school level?

3.7 Sampling strategies and participants

According to Creswell (2008:151) sampling or representation refers to the selection of individuals from a sample of a population such that the individuals should be similar (in personal characteristics or performances or attitudes) to all individuals who could be studied. Thomas (2011:61) says that when thinking of the sample in research, the emphasis should be on it being a sample of something, a sample of a wider population. According to Flick (2014:49) sampling should never be the product of *ad hoc* decisions or left solely to chance - it needs to be thoughtful and rigorous.

3.7.1 Convenience Sampling

In this study, the researcher elected to sample education district officials, because they have features and are involved in a process in which the researcher is interested (Silverman, 2014:60). The researcher used the convenience sampling method in this study, since it was convenient to him in terms of his place of residence and of work. Cohen *et al* (2007:113) define convenience sampling as selecting the nearest individual to serve as a participant and moving on until the required selection has been made. According to Flick (2014:175), the criterion of convenience refers to the selection of those cases that are the easiest to access under given conditions.

For this study, I conveniently selected the two districts that were closest in distance to my own geographic location, to limit the waste of both time and expenditure during the data collection phase of the study. The IQMS coordinators and subject advisors are also professionals who are readily available at the district offices after contact hours and ready to extend a helping hand of support and mentorship.

3.7.2 Purposive sampling

The purposive sampling method was also employed to deciding who the participants would be, based on the research questions. McMillan and Schumacher (2014:350) define purposive sampling as the selection of participants whom the researcher knows will have the information and experience to answer the research question. Maree (2007:79) contends that stratified purposive sampling means selecting participants according to pre-selected criteria relevant to a research question, as for example in this case where IQMS coordinators and subject advisors whose role is the professional development of educators, were selected. The sampled education district officials typically possess the characteristics sought and the information the researcher required to answer the research question(s) (Cohen *et al.* 2007:114).

In this study, I purposely selected the IQMS coordinators as they are responsible typically for educator performance and appraisal in terms of IQMS policy. The subject advisors were also selected because they are subject specialists whose responsibilities include developing educators in curriculum and teaching and learning in the classroom.

3.7.3 Selecting the actual participants

The actual participants for this study were purposively selected (Cohen *et al.* 2007:114). They were deemed to have the information required to answer the research question. This study focused on the role of the IQMS coordinators and subject advisors in the professional development of educators, and therefore these two classes of officials from the selected districts were targeted for participation. The first group of officials selected was IQMS coordinators, two in Gauteng North District and two in Tshwane South District. The second group of officials selected was subject advisors, two in Gauteng North District and two in Tshwane South District. The way the participants were selected was to take the first IQMS coordinator with experience (more than 6 years' experience) who responded to the invitation to participate and the first less experienced (less than 2 years' experience) IQMS coordinator from the Gauteng North District who responded to the invitation to participate in the study. The same procedure was then followed in that district for the selection of the subject advisors, and again for the selection of both IQMS coordinators and subject advisors in the Tshwane South District. This gave a total of four IQMS coordinators from the education district offices targeted

to participate in this study, and a total of four subject advisors from the education district offices targeted to take part in this study. The total number of participants in this study is 8 education district officials.

The pseudonyms assigned to these participants for the purposes of confidentiality and anonymity was as follows: P1 - P4 (IQMS coordinators), participants 1 - 4 = P1 – P4, P5 - P8 (subject advisors), participants 5 - 8 = P5 - P8. The table below depicts how the participants were selected in this study based on the criteria which the researcher deemed fit for the purpose.

Position	Criterion/Reason	Education District
Participant 1 IQMS Coordinator	Experienced (more than 6 years' experience)	Gauteng North
Participant 2 IQMS Coordinator	Less experienced (less than 2 years' experience)	Gauteng North
Participant 3 IQMS Coordinator	Experienced (more than 6 years' experience)	Tshwane South
Participant 4 IQMS Coordinator	Less experienced (less than 2 years' experience)	Tshwane South
Participant 5 Subject Advisor	Experienced (more than 6 years' experience)	Gauteng North
Participant 6 Subject Advisor	Less experienced (less than 2 years' experience)	Gauteng North
Participant 7 Subject Advisor	Experienced (more than 6 years' experience)	Tshwane South
Participant 8 Subject Advisor	Less experienced (less than 2 years' experience)	Tshwane South

Table 3.1: Selection criteria for participants

3.8 Data analysis

As stated by Cohen *et al* (2007:461) qualitative data analysis includes "...arranging, explanation for and informing data; brief explanations of the condition, observing

shapes, topics, classes and correspondence.” Leedy and Ormrod (2014:160) posit that there is usually no single ‘right’ way to analyse the data in a qualitative study. Cohen *et al.* (2007:461) contend that “how one does it, should abide by the issue of fitness for purpose”. The researcher selected content analysis as fit for the purpose of this study. According to Cohen *et al.* (2007:475), “...the content analysis strategy defines a strict and systematic set of procedures for rigorous analysis, examination and verification of the contents of written data”. According to Leedy and Ormrod (2014:160) content analysis starts with a mass of data which the researchers, by inductive reasoning, sorts and categorises in order to “...whittle it down to a small collection of concrete, basic themes”. Creswell (2014:195) says that in qualitative research, the aim of this procedure is the summation of information into between five and seven themes.

Interview transcripts were analysed. The next thing the researcher did was to read and re-read the interview transcripts and listen carefully to the audio recorder (McMillan *et al.*, 2014:161, Creswell, 2014:197). Thereafter, a preliminary interpretation was written in the margin of the interview transcripts device. Coding the data was the next step which Creswell (2014:198) outlines as the procedure of arranging the information by editing clumps and writing a word or statement identifying and labelling a theme or data category in the margins of the transcripts. Next, the researcher listed these categories or themes as the leading thoughts of the participants on their role in EPD. The researcher then used these themes to report the major findings of this study as reported in chapter 5.

3.9 Trustworthiness and credibility

Okeke and van Wyk (2015:218) believe that in assessing the quality and believability of qualitative research procedures and results, the term ‘trustworthy’ becomes important. Okeke *et al.* (2015:218) assert that trustworthiness comprises credibility, transferability, dependability and confirmability within which there are particular methodological strategies for showing qualitative validity such as an audit trail, members checking or confirming with participants, peer debriefing and negative case analysis.

This study employed member checking as authentication to verify the trustworthiness and credibility of the study. The researcher did member checking to show his determination to persuade readers of the truth of the research (Creswell, 2014:250).

This involved returning the transcription of each participant's interview to him or her for verification and confirmation (Creswell, 2014:250).

3.10 Ethical considerations

The researcher was committed to respecting participants as required by generally accepted code of research ethics by ensuring that the people who participated in the investigation did so voluntarily and with sufficient knowledge about the researcher's aims, conditions and possible results (Denzin & Lincoln, 2011:66).

According to Yin *et al.* (2016:43) acting decently is regarded as part of research integrity. The authors elaborate further that for the researcher and his or her data to be trusted, "...it needs to present honest places and evidence" (Yin *et al.*, 2016:44). Creswell (2014:95) indicates that as a researcher you are expected to have the participants sign informed consent forms agreeing to the provisions of your enquiry before they give data. The ethical guidelines followed by the researcher in this study were based on the concept of informed consent (Silverman, 2013:149). According to Silverman (2014:149), informed consent is a way in which research subjects are informed about the aims of the study and the fact that they have the right to withdraw at any time.

3.10.1 Permission to conduct research

To have the right to conduct research, the researcher wrote a letter requesting the permission of the Gauteng Department of Education (see annexure C). The second letter was written to the ethics Committee of the University of Pretoria requesting ethical clearance. A letter was also written to the District Director of the Tshwane South district and the Gauteng North District. After having been granted permission to conduct the research from both the GDE and the two education districts, the researcher was able to obtain all 8 participants' informed consent to voluntarily and freely take part in the research.

3.10.2 Letters of informed consent

The researcher wrote and sent letters requesting the informed consent of all 8 participants to be part of this study - this letter is attached as annexure D. The

participants were provided with hard copies of the research proposal, the letter of consent, the interview schedule and the document analysis protocol for their perusal before signing the letter of informed consent as an agreement that they were willing to participate in the research project. The participant therefore only signed the letter of consent after satisfying herself/himself about the aim, scope, purpose, possible consequences and benefits of the study (Silverman, 2014:149).

3.10.3 Confidentiality and anonymity

The researcher assured the participants of the confidentiality of the data collected and that they were free to withdraw at any time during the study. They were also assured that their participation in the study would not harm them in any way, and to this end pseudonyms were used during both the data collection and the data reporting phases of the study. The participants were made aware that would have an opportunity to verify the transcription of the discussion with the researcher (Creswell, 2014:250). Lastly, the researcher undertook to present the findings openly to a meeting as part of the ethics requirements of the University and to compile a written report to be made available to stakeholders regarding the findings of the research.

3.11 Summary

Chapter 3 described and justified the research methodology, including the use of the qualitative approach from an interpretivist/constructivist paradigm, and the selection of a case study design. Semi-structured interview was proposed and justified as a data collection strategy. This chapter also explained the strategy for selecting the participants as a combination of convenient (districts in close geographical proximity to the researcher's home and work location) and purposive - selecting participants (IQMS coordinators and subject advisors) because they have the information required to answer the research question. The researcher then went on to highlight issues of ethical consideration and how the confidentiality, anonymity and informed consent of the participants would be assured and obtained.

CHAPTER 4 PRESENTATION OF DATA

4.1 Introduction

In this chapter the data gathered from participants is presented, along with a description of the participants and the rationale behind their selection. The data presentation takes place within the framework set by the functions of district officials in the PAM (1998) and selected as the conceptual framework for this study, namely planning, support, oversight and accountability and educator engagement. The chapter ends with a presentation of the findings of the study.

4.2 The participants

4.2.1 Describing the participants

Chapter 3 provides details of how the participants were selected for this study. Since it was indicated in the previous chapters that the purpose of this study was to gain an in-depth understanding of the role of the district officials in the professional development of educators, the participants selected for this study had to be in possession of the information that is required to answer the research questions.

It was against this background that the researcher invited the IQMS coordinators and subject advisors of the two selected education districts in Gauteng Province to take part in this study. The participants were chosen from Tshwane South district and Gauteng North district after having signed the informed consent form indicating their willingness to participate. In each district two (2) IQMS coordinators and two (2) subject advisors were selected, which gave a total of eight (8) participants. The researcher had to replace one (1) participant who withdrew before the commencement of the interviews. The participant withdrew because of being involved in the running of ANA tests in the Tshwane South district during the time of data collection. However, the withdrawal of one (1) participant did not hamper the progression of the study, because the total number of participants remained intact as it remained at eight (8) in total. The table 4.1 below shows the detailed biographies and demographics of the eight (8) participants.

4.2.2 Biographical and demographic details of participants

Table 4.1 below depicts the biographical and demographics of the participants

Participant Number	Age	Gender	Post during research	Highest Academic qualification	Years of work experience	District Office
P1	45	Male	SES	M + 4	17	D1
P2	45	Male	IQMS coordinator	M + 4	8	D4
P3	55	Male	IQMS coordinator	M + 3	8	D4
P4			IQMS coordinator			D4
P5	50	Female	Subject advisor	M + 4	24	D1
P6	50	Male	Subject advisor	M +7	32	D1
P7	48	Female	Subject advisor	M + 4	23	D1
P8	52	Male	Subject advisor	M +4	30	D4

Table 4.1: Biographical and demographic details of the participants

4.2.2.1 The area of jurisdiction of the participants

The two sets of district officials operate in distinct district offices: Tshwane South and Northern Gauteng of the Gauteng Department of Education (GDE). Generally, all the participants are office-based educators with each of them providing EPD to a number of schools under their jurisdiction. Of the four (4) IQMS coordinators, one occupies a senior position, that of Senior Education Specialist. The four (4) subject advisors are office-based educators whose function as subject specialist is to provide support to schools and educators (RSA, 1996a:11). The number of schools and educators to whom support is provided by the district officials is different per

districts. The table 4.2 below shows the number of schools, the number of educators as well the quintile to which they belong.

Participant	No. of schools	No. of educators	Quintile
P1	53	150	3,4
P2	61	113	3
P3	49	100	5
P4	51	1515	1 and 5
P5	48	150	1,2,3
P6	50	113	3
P7	18	41	3 and 5
P8	64	180	4 and 5

Table 4.2 below shows the number of schools, of educators and the quintile

At this point it is important to highlight the meaning of quintiles. Mestry and Ndhlovu (2014:1) state that “...the National Norms and Standards for School Funding (NNSSF) policy gives a statutory foundation for school funding in that schools are now categorised into affluence quintiles and supported consequently”. In terms of this policy framework, schools serving poorer communities must receive more state funding than schools serving better-off communities. van Wyk (2015:5) states that South African schools are “...divided into five categories (quintiles) based on the socio-economic status of the community in which the school is situated”. Quintile 1 schools are the poorest while quintile 5 schools are the least poor (Mestry, Bhatkhande, Dhodi & Juvekar, 2016:1).

4.3 Presenting the data

The data will be presented using the conceptual framework described in chapter 3, namely the visible listing of the role and functions of districts and district officials as these are prescribed in the NEPA (RSA, 1996), namely planning, support, oversight and accountability and educator engagement.

4.3.1 Planning

The district officials in response to the question about the planning and presenting of professional development activities (PDAs), described their role as being responsible for IQMS planning, the implementation plan, provincial planning and curriculum planning. They indicated that they are responsible for drawing up or developing the District Improvement Plan (DIP) which enables them to prepare, set up and supervise the transfer of guidance and growth and improvement chances in the institutions in their districts.

The district officials were unanimous when they indicated that they are responsible for developing plans that will be submitted to the schools under their jurisdiction. They mentioned the IQMS plan and the annual teaching plans. The IQMS coordinators mentioned their role as being responsible for the planning, coordination and facilitation of the IQMS implementation plan. Meanwhile, the subject advisors indicated that they are responsible for developing or the drawing up of annual teaching plans and the coordination of improvements plans.

The evidence of what transpired during interviews is the following:

In the field where I am, it always starts with Integrated Quality Management System before everything moves to the educator development. We provide schools with provincial planning for IQMS then schools do internal implementation plan, self-evaluations plans are drawn for lesson observations in class to identify weaknesses and strengths - P1.

Participant 5 revealed the following information:

We have what we call the annual teaching plan with dates, time frame regarding topic and venues for workshops; it basically tells the educator how it should go in as far as planning is concerned - P 5.

4.3.2 Support

The data collected during the interviews with the IQMS coordinators indicated a wide range of views with regard to support in EPD. The form of support appears from the interviews to be providing quarterly training, workshops, enlisting the services of a psychologist, overlapping to social development, involving HODs and helping educators to identify problematic needs, particularly in specializations like in mathematics. During the interview, the IQMS coordinators indicated that it is a serious challenge for educators to identify the exact or specific educational needs in terms of the IQMS process. The IQMS process requires an educator to be able to perform well in terms of the building of an affirmative educational situation, in understanding the syllabus and instructional plan, in lesson preparation and delivery, and in learner evaluation or achievement ELRC (2003:10).

The above-mentioned performance standards are a recipe for quality teaching and learning in terms of IQMS and the educators need to develop in those areas by their DSGs including the HOD as an immediate senior. The implication of enlisting the services of a psychologist and a social worker is far-fetched when it comes to activities that are taking place in the classroom. The challenge of not being able to identify needs in terms of IQMS is a policy matter. It is one of the district officials' responsibilities to assist educators to perform well in conforming to the learning rules plus the contract (RSA, 1996a). According to De Clercq (2008:10) educators are required to be subjected to purposeful chances to be able to query and get help and support from expert educators.

The subject advisors that were interviewed mentioned that the kind of support that they give to educators in PD is on-site personal support, cluster meetings (special workshops), courses, one-on-one meetings, and sampling learner books to check whether there is a problem. One subject advisor indicated that she experienced resistance from educators in the provision of support. She gives educators pre-tests and post-tests as a form of support on PD, but reported that this did not sit well with some educators. The other participant, still using the same form of educator support, mentioned site visits, one-on-one and group talks, subject meetings and conferences.

The participants mentioned that they provide educators with support through school visits. They indicated that they conduct workshops or meetings for helping educators to identify specific challenges and honest educational professional developmental needs.

During the interview participant 1 declared:

With me what I do, is that every quarter I have got a workshop or a meeting where I identify the specific challenges of educators. For instance, if they are experiencing a problem of classroom management, especially discipline, what I normally do, is to call for coordinators to come and share well practices, even psychologist etc. I also evaluate and check programmes and make sure I give programmes to educators - P1

Participant 2 also disclosed this information:

I help educators to reflect honestly in terms of their educational professional developmental needs. I involve HODs because they are the most critical stakeholders – P2

Participant 5 who is a subject advisor revealed this information during the interview:

On support, like we do it on-site, individually. If you realize there are a few educators that are experiencing the same problem, then we cluster them - P 5

Participant 8 expressed his experiences in supporting educators as follows:

Right, first I do site visits, 'one-on-one' talks, cluster meetings, subject meetings. And more specifically we have conferences, we have Olympiads, we have challenges, AMESA challenges, educator challenges and all those types of things. So, these are some of the things that we try to employ in Mathematics specifically - P 8

4.3.3 Supervision

The interview data that emerged from the IQMS coordinators is that they manage the IQMS programmes by monitoring and supporting educators in the completion of IQMS documents such as PGPs.

Participant 3 indicated that they are responsible for the allocation of duties to developmental units to monitor by following up on whether or not the required service has been rendered. It is the responsibility of the district office to perform the essential coordination and tell institutions about the places, dates and times at which programmes are taking place. The participants mentioned that during school visits they are responsible for monitoring educators in class to see how they assess learners, how they make lesson plans and their presentation in class. They indicated that educators' performance is measured (i.e. IQMS performance standards 1 - 4).

The interview data collected from the subject advisors disclosed that they use the same methods of monitoring that are used by the IQMS coordinators. They check the assessment of learners, curriculum coverage, coordinate school visits, workshops and courses. They inform and assist HODs to monitor educators who are having problems in terms of the above curriculum related issues. They also assist HODs who did not major in learning areas such as Mathematics. Participant 5 mentioned during interviews that she did not major in Technology which was incorporated in Natural Science. This poses a threat when it comes to mentoring and supporting educators in all the schools under her jurisdiction. She even indicated that when there is a workshop for Technology, she attends together with educators.

The participants in most cases mentioned that they are responsible for monitoring progress, ensuring justice, managing programmes, checking learner assessment, class observations and for checking policy alignment. The district officials mentioned that they visit schools to monitor educators' practice in class. In the case of the filling in of IQMS documents by educators, they are monitored and supported so that they fill in the correct information regarding their professional growth demands and needs. Subject advisors monitor learner assessment, curriculum coverage as described by

policy, and they also monitor HODs who have never specialized in some learning areas like Mathematics. Participant 1 describes his experiences as follows:

I plan for my whole district in terms of IQMS programme. I make sure that I manage the programme as well as other roles, like visiting schools for monitoring and support. I go to schools and supports school-based IQMS coordinators – P1

Participant 2, when interviewed, gave these comments:

I supervise and monitor educators' (PGPs) because they have a tendency of filling the document just for the sake of complying or submitting. I check those documents from specific schools and make a little analysis, make inputs, so that at the end of the day nobody will take a chance and do the submission which is irrelevant - P 2

Participant 4 disclosed the following information regarding supervision and monitoring:

What we are doing, we visit, we monitor what they are doing in class in totality, how they assess learners, how they make their lesson plans, their presentation which is performance standard 1 to 4 that are classroom based – P 4

The following were the subject advisors' comments on their supervisory role:

Participant 7 mentioned assisting HODs without specialization in a learning area. This is what he shared:

We assist educators and HODs who have not specialized in Mathematics, who has only specialized in Physical Science. We check whether everything that is done in Mathematics is correct. You must write a report and give it to the HOD and you become a supervisor there. We conduct class visits in line with IQMS to assist

to see whether educator is developing and check whether there are improvements. I am responsible for HODs - P 7

Participant 8 said he oversees and supervises the HOD's role that used to be supervised by coaches. This is what emerged in the interview:

I must supervise the role of the HOD. First, the HODs are assisted by what we call coaches. The coaches are appointed by the Mathew Goniwe to support the HODs. I am responsible for educators within the intermediate phase (grades 4 & 5) – P 8

4.3.4 Educator engagement

The IQMS coordinators, during the interview, indicated that they engage educators in professional development activities such as ICT subject content training or workshops even though they are not directly responsible for curriculum development. They just encourage educators to identify educational needs which pertain to the classroom, especially performance standard 1-4 in the IQMS programme. Participant 3 indicated that during the refresher training of newly appointed and promoted staff members, educators are made aware of what IQMS is all about. It is in section A of the ELRC (2003:6) during advocacy and training where educators are told what the benefits of IQMS are and how IQMS ought to be applied and taught in an institution.

The subject advisors, when they were interviewed in relation to how they are engaging educators in educator's professional development activities (PDAs), had the following to say:

We encourage them to indicate their areas of need and write them down, they attend 'Educators' Challenge' where they design lesson plans and they critique them and the best lesson plans serve as model lesson plans for the district office. They attend workshops, courses and Road shows and have school visits at the beginning of January.

The subject advisor's response poses a challenge given the fact that the policy and the Act stipulate that the district office's role is upholding, telling and inquiring with all stakeholders in a visible and clear way in all dealings with their clients (DBE, 2011:12). According to Hien (2009:3) "...there should be consultation with educators regarding their needs and requirements in the design and planning of EPD activities".

Participant 2 revealed the following information during the interview:

We communicate through the memos beforehand about school visits plans. We do not just pounce on them unexpectedly. We are engaging them at high professional level when we do monitoring. We reach consensus and consult with them on how thing must be done – P2

Participant 5 mentioned engaging them in designing lesson plans. She pointed out this information:

We have got at school level and at the provincial level what we call 'educator challenges'. This is where educators design a lesson plan about topic. The best 3 lesson plan is selected to be included in a booklet to be used by all educators in 15 districts as model lesson plans – P 5

Participant 6 mentioned that educators are also engaged in conducting workshops. This is what transpired during the interview:

Educators are selected to conduct some of the workshops, especially those that are acquainted with the subject. In Limpopo province one of them was contracted to set the common exam paper. Another participant mentioned compulsory attendance of training or workshops for PD - P 6

Participant 8 gave a striking comment in relation to educator engagement with PDAs when a follow-up question was posed to him. According to participant 8, educators' involvement in professional development activities (PDAs) is non-negotiable, it is compulsory. He believes educators must attend (PDAs). If they do not develop themselves, then the department is obliged to compel them to attend professional development workshops. He said the following in the interview:

Yes, you must remember that educators are compelled like I said to attend a few workshops even during holidays. Now is the question of arranging a workshop and telling the educator what we do when we visit sites. We identify problems, as you said for educator does not know how to construct a lesson plan, do not know how to set quality paper - P 8

This was participant 8's response to a follow-up question on the educator engagement of educators in PDAs. He furthermore elaborated as follows:

We are offering it for free. You must remember one thing, personal development starts with the person first, is personal. If you do not have means to develop yourself, somebody will do it for you. This is where we are coming in. So, we must distinguish between what is compulsory training and where we need to discuss. But if gaps are identified, we do not have any other way, we need to fill this gap and you will attend, that's non-negotiable – P8

4.4 Findings

Several clear findings relating to the roles of IQMS coordinators and subject advisors in the PD of educators emerged from the data. These findings will be discussed in more detail in the chapter that follows. These findings are:

Finding 1: The role of officials in planning EPD is varied and often overlaps

Finding 2: Support is mainly provided through school visits, but other means of support are also employed when required

Finding 3: Supervision and oversight is not always developmental in nature

Finding 4: Educator engagement is often insufficient and does not always engage educators in the processes and planning of EPD

4.5 Summary

Chapter 4 presented the data gathered on the role of IQMS coordinators and subject advisors in the professional development of educators. In the presentation of the data the researcher provided a picture of the participants in the research and their area of jurisdiction and operation as education specialists. The presentation of the data of the study was based on the conceptual framework as a point of reference in relation to the roles and functions of the district officials in EPD. Lastly, the findings of the study were presented according to the secondary research questions emanating from the interview data. The next chapter, which is chapter 5, discusses the findings of the study.

CHAPTER 5 DISCUSSION AND RECOMMENDATIONS

5.1 Introduction

This chapter deals with the discussion of the findings furnished in the previous chapter in relation to the contextual framework and the main research question as well as the secondary research questions that were presented in chapter 1. After the discussion of the research findings, a number of recommendations emanating from the research findings will be presented, as well as the limitations of the study, the contribution of the study to the understanding of educator professional improvement and areas for further investigation.

5.2 Discussion of the findings

5.2.1 Finding 1: The role of officials in planning EPD is varied and often overlaps

The IQMS coordinators mentioned that they are responsible for the provision of plans in terms of IQMS which includes advocacy and training, to be followed by the formation of IQMS structures such as SDTs and DSGs which in turn facilitate school-based IQMS internal implementation plans. The participants disclosed that they are also responsible for the coordination and facilitation of IQMS plans. They indicated clearly that courses, workshops and any other training as well as activities related to EPD plans are their responsibility as informed by the IQMS process.

The research also brought to light the fact that that the roles of IQMS coordinators and subject advisers often overlap. This is borne out by the fact that both the IQMS coordinators and the subject advisors claim responsibility for the planning, coordination and facilitation of the IQMS implementation plan as well as the development of annual teaching plans and the coordination of improvements plans, both of which fall under IQMS.

DBE (2013:20) reinforces this information that was obtained from the participants as it stipulates that schools' programmes are the necessary pushers of district plans because the PGP is factored in to the SIP which is presented to the district office to aid their preparation and guide their personnel (ELRC 2003:13). The subject advisors indicated that they are responsible for assisting educators to draw up the

annual teaching plans which indicate dates and timeframes regarding topics and venues for workshops. Another participant pointed out that they are responsible for conducting visits to schools where workshops and course as well as curriculum planning is done. Participants also mentioned that they are responsible for assisting HODs to create their management plans and any catch-up plans. ELRC (2003:25) corroborates what has been said by the participants about being responsible for planning EPD activities (PDAs).

It further states that “it is in fact the district offices’ officials’ core functions and duties to coordinate improvement plans and make necessary agreements and inform schools of the venues, dates and times at which INSET and other programmes will be offered”. DBE (2013:20) concurs that “district plans need to reflect national and provincial policy priorities while being sensitive to school priorities and plans based on an analysis of up-to-date school and learner data”. Yet, the district officials believe that this differs from the findings by ELRC (2003:7) who posit that it is imperative that Regional/District/Area/Provincial Departmental offices plan beforehand to ensure that the required guidance is given and to enable this system to be implemented. One subject advisor had a different view regarding the planning of road shows which he felt should take place at the end of the year instead of starting in the New Year. He thinks the timing for planning activities at the district office should be carefully thought through. In spite of the affirmation of this role, the researcher also feels that planning EDP programmes should be done well in advance. The interview data also confirm this view as has emerged in chapter 4.

5.2.2 Finding 2: Support is mainly provided through school visits, but other means of support are also employed when required

The participants revealed that they support educators through school visits. This includes quarterly training sessions, workshops and the outsourcing of services for EPD. The district officials elaborated by saying that during school visits, educators are supported in the identification of their professional developmental needs. This was affirmed during the interviews when one participant disclosed that educators are often unable to identify correct or exact or specific or honest educational professional development needs.

Despite this, a number of participants believed that they go beyond mere support in EPD to social development, by enlisting the services of a psychologist if an educator has a social problem which affects his or her performance. Support is also extended to the resolution of educational problems such as classroom management, for which a curriculum facilitator is called in to assist with the development that individual educators require in that regard. This links well with what DeClerq (2008:8) said, that educators require various abilities such as subject matter knowledge, pedagogical and social knowledge; the former empowering them to appreciate their learners, education and education conditions, and that these abilities should be acquired during EPD.

The support provided during school visits often takes on the form of classroom observation. HODs and peer educators are directly involved in EPD through their lesson observation utilising the formal tool, with discussions following after the lesson observation between the educator and the observer/appraiser (ELRC, 2003:8). In this context, even though the word 'evaluate' or 'check' may sound judgemental, the thoughtfulness shown by government in its plan to support educators to improve their performance, is an attempt to bring about equality by offering as much support as possible (Bisschoff & Mathye 2009:94). Nkosi (2010:2) corroborates this by saying that self-evaluation and team-evaluation are perceived as an underlying part of EPD.

According to participants, school visits also include support activities such as on-site meetings, cluster meetings, courses, one-on-one meetings and sampling learner books for moderation of formal assessment tasks.

This finding confirms that the district officials have a firm understanding of the fact that "...the position of the subject advisor exists to ensure that for every subject there is specialist capacity to monitor and support the implementation of the curriculum in the relevant subject" (DBE, 2011:41) and that they are to "...provide an enabling environment and target support for education institutions within the district to do their work in line with education law and policy" (RSA, 1996a:12).

These findings corroborate Headley (Montoro, 2013:57) who posits that professional development practices remain mostly traditional, for example workshops and course participation, educator evaluation and book studies. It must also be noted that Healy (Montoro, 2013:57) doubts the effectiveness of this kind of EPD, as does Heystek *et al.* (2008:180), when they contend that workshop training does not result in the transmission of abilities to the work place.

5.2.3 Finding 3: Supervision and oversight is not always developmental in nature

The participants outlined that they are accountable for monitoring progress, ensuring justice in professional development activities and monitoring lesson plans. The two sets of district officials revealed that they are performing their supervisory roles by conducting school visits which include the supervision and monitoring of educators' PGP's, conducting class observations, checking policy alignment, coordinating workshops, courses and on-site visits. These findings in relation to supervisory and monitoring methods are in opposition to the findings of Chetty, Chisholm, Gardiner, Magan and Rigdon (De Clerq, 2008:14) who posit that apart from the ineffective previous external inspection, internal appraisements by officials provided insufficient authentic response and do not promote discussion among personnel and evaluators.

5.2.4 Finding 4: Educator engagement is often insufficient and does not always engage educators in the processes and planning of EPD

Rampasard (2001:288) explains that educator involvement and engagement means educators actively engaging in every phase of curriculum improvement at the school, district, provincial and national levels of educational organisation. Participants pointed out in this regard that during the refresher training of newly appointed and promoted staff members, educators are made aware of what IQMS is all about, and are told what the benefits of IQMS are and how IQMS ought to be applied. They also indicated that they engage educators in the identification of their own professional development needs, even though this did not always work well, with the identification of specific professional development needs by educators presenting a challenge to district officials such as IQMS coordinators and subject advisors. One participant disclosed that he felt that proper advocacy and training was not done in schools in

terms of IQMS, even though such advocacy falls within the role of district officials (ELRC, 2003:6).

One participant felt very strongly about the compulsory nature of EPD - (*...educators are compelled to attend professional development activities as a matter of policy alignment and is non-negotiable* - P8) - reflecting perhaps the idea that advocacy and engagement was not as important as it should be because whether they are engaged in the planning and development or not, educators are supposed to take part in EPD anyway.

5.3 Recommendations

The recommendations from this study in the context of the role played by IQMS coordinators and subject advisors in the professional improvement of educators as far as planning, support, supervision and accountability and educator engagement is concerned, are as follows:

5.3.1 Advance planning, advocacy and training for the implementation of IQMS

Because of the participants' description of their experiences in planning and presenting professional development, it became clear that the planning for professional development and presentation is not done ahead of time. In addition, proper advocacy and training was not done in schools. It is against this background that the researcher recommends that planning and presentation of professional development (PD) be done in the last quarter of the school year and not, as is currently the practice, early in the New Year. This recommendation necessitates abandoning planning road shows in the first week of February in the New Year which results in two weeks of the academic year being lost.

Another recommendation in this regard is that the advocacy and training in IQMS processes should be solely the responsibility of IQMS coordinators, and should not be delegated to school-based IQMS structures such as the SDTs and DSGs. The lack of proper advocacy and training by local school district officials has the potential to impact negatively on the education system in the country, because IQMS is the

primary vehicle for EPD so that quality instruction and education can take place in South African schools.

5.3.2 The adoption of professional development activities endorsed by SACE

In the light of the participants' description of their experiences in supporting educators in professional development through school visits which include workshops, courses and cluster meeting which authors such as Headley (Montoro , 2013:57) and Heystek *et al.* (2008:180) posit are not reflective of effective professional learning communities and don't result in the transfer of skills to the work place, the researcher recommends that all EPD actions, plans and programmes ought be approved by SACE in order to improve the quality of such activities and to ensure that educators should earn PD points (SACE, 2008:5).

On the other hand, the choice of the focus of professional development activities should take into account the need for educators to follow a continuum of learning that is coherent and structured. In the organisational planning of professional development activities, providers (SACE or district officials) must attend to programme duration and the pacing of educator learning, resources and artefacts, the selection of the site of learning and educator selection criteria (De Clerq *et al.* 2014:143).

5.3.3 Change of focus from monitoring and accountability methods in educator professional development to developmental supervision

The participants' findings about the supervision of professional development of educators showed that they are using mainly monitoring or accountability methods in a formal bureaucratic manner. Officials appear to give very little genuine or developmental feedback and do not encourage dialogue between staff and appraisers, as suggested by Chetty *et al.* (De Clerq, 2008:14). Therefore, the researcher recommends that supervision should allow for professional growth, improve educator performance and quality teaching-learning practices, and that the supervisor should promote reflection on practices - among peers and in the educational community - to promote effective EPD (Coimbra, 2013:69). Executive supervision or answerability to a professional educator assessing their peer's work

should in fact encourages educators to share and reflect together on ways of improving practices (De Clerq, 2008:11)

5.3.4 Proposal for educator consultation and engagement in designing and planning professional development activities

The findings reveal that both sets of district officials, that is both IQMS coordinators and subject advisors, are engaging educators in workshops and courses to address ICT problems, identifying professional needs, designing lesson plans and setting exam papers corroborates the core functions and responsibilities in professional development of educators found in the literature (De Clerq *et al.*, 2014:143-144, DoE, 2011:10, ELRC, 2003:4, RSA, 1996a:12, DoE, 2011:44). Nevertheless, besides just corroborating the core functions and responsibilities of the participants in EPD, the damning disclosure by a subject advisor that educators are compelled to attend professional development as compliance to policy and is non-negotiable, leaves the researcher with no option but to recommend that “...there should be consultation with educators regarding their needs and requirements in the design and planning of EPD activities” (Hien, 2009:3).

5.4 Limitation of the study

The focus of the research was the role of IQMS coordinators and subject advisors in the professional development of educators. As such, the study was done in fulfilment of the requirements for a course work master’s degree, with a limited scope assigned to the research project. This study was limited to a case study confined to two groups of district office officials - IQMS coordinators and subject advisors - whose role is the professional development of educators, and was limited to the use of interviews as data gathering technique, and did not use other data gathering techniques such as observation and focus groups which would have given an opportunity to explore some of the qualitative studies that are guided by the criterion of saturation of data (Maree, 2007:82).

This study therefore only focused on 4 of each of these categories of participant, and as such is thus fairly limited in its scope. However, although it is a study of a limited scope, its findings will shed some light on the roles of the district officials of the sampled districts in PD in terms of the structure for educator learning and

improvement (RSA, 2007:3). The study will also contribute to the existing literature on educator professional growth in the South African context.

5.5 Suggestions for further research

The findings of this study showed that IQMS coordinators and subject advisors in their roles for EPD are still using CPD models and methodologies such as the cascade model and workshop which are ineffective, and this inevitably requires further research. The cascading and training model they are still using in Road shows, workshops and refresher training meetings is insufficient for the task of orienting newly promoted and appointed educators. The lack of capacitating of both IQMS coordinators and subject advisors as the developers of educators in the use of other more effective means of EPD is cause for concern and requires further research.

5.6 Summary

Mestry, Hendricks and Bischoff (2009:490) state that “...evidence in literature indicates that Continuing Professional Development (CPD) of educators is essential in creating effective schools”. The National Policy Framework posits that educators are the essential drivers of quality education RSA (2007:3). It furthermore states that continuing professional development (CPD) of educators depends on strong leadership at school, national, provincial departments of education level as well as at the education district offices. It is against this background that this study focused on the district officials on whom the task of EPD rests. The focus of this study in particular fell on two sets of district officials - IQMS coordinators and subject advisors. The literature indicated that the duty of regional officials such as these for EPD is indisputable (Bantwini, 2011:226).

This study found that the role of officials in planning EPD is varied and often overlaps, support to educators with their EPD is mainly provide through school visits, but other means of support are also employed when required, the supervision and oversight of educators and their EPD is not always developmental in nature, and educator engagement and advocacy is often insufficient and does not always engage educators in the processes and planning of EPD.

From these findings, the researcher recommends advanced planning, advocacy and training for the implementation of IQMS should be done at the end of each year rather than at the beginning of every new year, all professional development activities should be approved and endorsed by SACE so that the quality of such activities is ensured and also so that educators can claim CPD points for such activities, that a change of focus should take place from monitoring and accountability methods to developmental supervision that contribute to rather than restrict educator / trainer relationships, and finally the study proposes that educator should be consulted and engaged in designing and planning professional development activities.

BIBLIOGRAPHY

Adejare Aderibigbe, S. and Adekemi-Ajasa, F. 2013. Peer coaching as an institutionalised tool for professional development: The perceptions of tutors in a Nigerian college. *Journal of Workplace Learning*, 25(2): 125-140.

Angadi, GR. 2013. Best practices in educator professional development. *International Journal of Education and Psychology Research*, 2(2): 8-12.

Bantwini, BD. 2009. District professional development models to introduce primary-school educators to natural science curriculum reforms in one district in South Africa. *Journal of Education for Teaching*, 35(2): 169-182.

Bantwini, BD. and Diko, N. 2011. Factors affecting South African District officials' capacity to provide effective educator support. *Creative Education*, 2(3): 226-235.

Bantwini, BD. and King-Mckenzie, EL. 2011. District officials' Assumptions about Educator Learning and Change: Hindering Factors to Curriculum Reform Implementation in South Africa. *International Journal of Education*, 3(1): 25.

Bennet, S. and Barp, D. 2008. Peer observation: a case for doing it online. *Teaching in Higher Education*, 13(5): 559-570.

Benson, T. and Cotabish, A. 2014. Virtual Bugs: An Innovative Peer Coaching Intervention to Improve the Instructional Behaviours of Educator Candidates. *SRATE Journal*, 24(1): 1-9.

Bisschoff, T. and Mathye, A. 2009. The advocacy of appraisal system for educators: A case study. *South African Journal of Education*, 29(2): 393-404.

Bogdan, RC. and Biklen, SK. 2003. *Qualitative Research for Education* (4th edition) An Introduction to Theories and Methods. Callifornia:Pearson.

Brooke, M. 2013. Which research paradigm for TESOL? *Theory and Practice in Language Studies*, 3(3): 430-436.

Capobianco, BM., Lincoln, S., Canuel-Browne, D. and Trimarchi, R. 2006. Examining the experiences of three generations of educator researchers through collaborative science educator inquiry. *Educator Education Quarterly*, 33(3): 61-78.

Carl, A. 2005. The 'voice of educators' in curriculum development: a voice crying in the wilderness? *South African Journal of Education*, 25(4): 223-228.

Cohen, L., Manion, L. and Morrison, K. 2007 *Research Methods in Education* (6th edition). Canada:Routledge.

Cohen, L., Manion, L. and Morrison, K. 2011. *Research Methods in Education* (7th edition). Canada:Routledge.

Cotabish, A., Dailey, D., Robinson, A. and Hughes, G. 2013. The effects of a STEM intervention on elementary learners' science knowledge and skills. *School Science and Mathematics*, 113(5): 215-226.

Creswell, JW. 2009. *Qualitative procedures. Research design: Qualitative, quantitative and mixed methods approaches*. California: Sage.

Creswell, JW. 2007. *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (2nd edition). California:Sage.

Creswell, JW. 2008. *Education Research: Planning, Conducting, and Evaluating Qualitative and Quantitative research* (3rd edition). California:Pearson

Creswell, JW. 2014. *Research design: qualitative, quantitative, and mixed methods approaches* (4th edition). California:Sage.

Dai, DY. and Chen, F. 2013. Three paradigms of gifted education: In search of conceptual clarity in research and practice. *Gifted Child Quarterly*, 57(3): 151-168.

Dane, E. 2011. Paying attention to mindfulness and its effects on task performance in the workplace. *Journal of Management*, 37(4): 997-1018.

De Clercq, F. and Shalem, Y. 2014. Educator knowledge and employer-driven professional development: A critical analysis of the Gauteng Department of Education programmes. *Southern African Education Review*, 20(1): 129-147.

De Clercq, F. 2008. Educator quality, appraisal and development: Flaws in the IQMS. *Perspectives in Education*, 26(1): 7-18.

De Clercq, F. 2010. Policy mediation and leadership: Insights from provincial implementers of South African School evaluation policies. *Southern African Review of Education with Production*, 16(2): 100-116.

De Clercq, F. 2014. Improving educators' practice in poorly performing primary schools: The trial of the GPLMS intervention in Gauteng. *Education as Change*, 18: 303-318.

De Vos, AS., Strydom, H., Fouché, CB. and Delport, CSL. 2011. Research at grass roots: For the social sciences and human service professions (4th edition). Pretoria:Van Schaik.

Delamont, S. (ed.). 2012. Handbook of qualitative research in education. New York. Edward Elgar Publishing.

Denzin, NK. and Lincoln, YS. 2011. The Sage Handbook of Qualitative Research. Thousand Oaks:Sage.

Department of Basic Education. 2008. The design of the continuing professional educator development (CPTD) system. Pretoria:Government Printer.

Department of Basic Education. 2011. Guidelines on the organisation, roles and responsibilities of education districts. Pretoria:Government Printer.

Department of Education. 2007. Gauteng Annual Performance Plan 2007/08 to 2009/10. Pretoria:Government Printers.

Department of Education. 2008. The design of the continuing professional educator development (CPTD) system. Pretoria:Government Printer.

Department of Education. 2002. National Curriculum Statement (NCS). Pretoria:Government Printer.

Department of Education. 2006. The National Policy Framework for Educator Education and Development in South Africa. Pretoria:Government Printer.

- Donnelly, R. 2009. Supporting Educator Education through a Combined Model of Philosophical, Collaborative and Experiential Learning. *Journal of the Scholarship of Teaching and Learning*, 9(1): 35-63.
- Du Plessis, E. 2013. Insights from returning educators' exposure to curriculum change and professional development. *Acta Academia*, 45(1):58-78.
- Ellis, TJ. and Levy, Y. 2009. Towards a guide for novice researchers on research methodology: Review and proposed methods. *Issues in Informing Science and Technology Teaching*. *Information Technology*, 6(1): 323-337.
- Fahara, MF., Bulnes, GR. and Quintanilla, MG. 2015. Building a professional learning community: a way of educator participation in Mexican public elementary schools. *International Journal of Educational Leadership and Management*, 3(2):113-142.
- Fakier, M. and Waghid, Y. 2004. On Outcomes-Based Education and Creativity in South Africa. *International Journal of Special Education*, 19(2):53-63.
- Fitzharris, L., Jones, MB. and Crawford, A. 2008. Educator knowledge matters in supporting Young Readers. *The Reading Teacher*, 61(5): 384–394.
- Flick, U. 2014. *The sage handbook of qualitative data analysis*. California: Sage.
- Fullan, M, and Hargreaves, A. (eds). 1992. *Educator Development and Educational Change*. London: Falmer Press
- Gaible, E. and Burns, M. 2005. *Using Technology to Train Teachers: Appropriate Uses of ICT for Teacher Professional Development in Developing Countries*. Washington, DC: InfoDev World Bank.
- Gauteng Department of Education. 2012. Circular 06/2012 - Operationalisation of the Assessment and Curriculum Policy in GPLMS schools. Pretoria: Government Printer.
- Goodsett, M. and Walsh, A. 2015. Building a strong foundation: Mentoring programs for novice tenure-track librarians in academic libraries. *College & Research Libraries*, 76(7): 914-933.
-

Republic of South Africa. 2001. Government Gazette 433 No. 22512 of July 2001 - Whole School Evaluation. Pretoria: Government Printer.

Hargreaves, A. 2000. Four Ages of Professionalism and Professional Learning: Educators and Teaching. *History and Practice*, 6(2): 23-48.

Harwell, S.H. 2003. Educator professional development: It's not an event, it's a process. Waco: CORD.

Hien, T. 2009. Towards an Effective Educator Professional Development in DFLSP. <http://legacy-cte-cnx-dev.cnx.org/content/m28730/1.1/>.

Heystek, J. & Terhoven, R. 2015. Motivation as critical factor for educator development in contextually challenging underperforming schools in South Africa. *Professional Development in Education*, 41(4): 624-639.

Heystek, J., Nieman, R., van Rooyen, J., Mosoge, J., and Bipath, K. 2008. People Leadership in Education. Sandton:Heinemann.

Heystek, J., Roos, C. and Middlewood, D. 2005. Human Resource Management in Education. Sandton:Heinemann.

Horn, S. E.; Dallas, F.D.; Strahan, D. (2002). Peer Coaching in a Professional Development School: The Value of Learning Together as Teachers and Professors (ERIC Document Number ED471177). Washington, DC:US Department of Educational Research and Improvement..

Howard, GR. 2007. As diversity grows, so must we. *Educational Leadership*, 64(6): 16-20.

Howie, S. and Plomp, T. 2002. Mathematical literacy of school leaving pupils in South Africa. *International Journal of Educational Development*, 22(6): 603-615.

Inzer, LD. and Crawford, CB. 2005. A review of formal and Informal Mentoring: Processes, Problems, and Design. *Journal of Leadership Education*. 4(1): 31-50.

Jabareen, YR. 2009. Building a conceptual framework: Philosophy, Definitions and Procedure. *International Journal of Qualitative Methods*. 8(4): 49-62.

Jao, L. 2013. Peer coaching as a model for professional development in the elementary mathematics context: Challenges, needs and rewards. *Policy Futures in Education*, 11(3): 290-298.

Jay, J. and Miller, H. 2016. Immersing Educator Candidates in Experiential Learning: Cohorts, Learning Communities, and Mentoring. *Global Education Review*, 3(4) 12-18.

Jita, LC. and Mokhele, ML. 2014. When educator clusters work: selected experiences of South African educators with the cluster approach to professional development. *South African Journal of Education*, 34(2): 1-15.

Kahraman, M. and Kuzu, A. 2016. E-mentoring for Professional Development of Pre-Service Educators: A Case Study. *Turkish Online Journal of Distance Education*, 17(3): 76-89.

Kedzior, MS. 2004. Educator Professional Development. *Education Policy Brief*, 15(21): 76-97.

Kok, I., Rabe, A., Swarts, P., van der Vyver, C. and van der Walt, JL. 2010. The effectiveness of a course for helping educators cope with the demands of the IQMS. *Education Review*, 7(2): 342-355.

Larsen, M.A. 2009. Stressful, Hectic, Daunting: A Critical Policy Study of the Ontario Educator Performance Appraisal System. *Canadian Journal of Educational Administration and Policy*, 95: 1-44.

Lave, J. and Wenger, E. 1998. Communities of practice. *Journal of Mathematics Teacher Education*, 6:185-194.

Laws, K. and McLeod, R. 2004. "Case study and grounded theory: Sharing some alternative qualitative research methodologies with systems professionals." Proceedings of the 22nd International conference of the systems dynamics society. 78:1-25.

Lee, J., Zhang, Z. and Yin, H. 2011. A multi-level analysis of the impact of a professional learning community, faculty trust in colleagues and collective efficacy on educator commitment to learners. *Teaching and Educator Education*, 27: 820-830.

Leedy, PD. and Omrod, JE. 2014. Practical research, planning and design. Edinburgh Gate:Pearson.

Luneta, K. 2006. Mentoring as professional development in Mathematics education: a learning practicum perspective. *Education Review: 10(1):17-25*.

MacPhail, A., Patton, K., Parker, M. and Tannehill, D. 2014. Leading by example: Educator educators' professional learning through communities of practice. *Quest*, 66(1): 39-56.

Maharaj, S. 2014. Administrators' Views on Educator Evaluation: Examining Ontario's Educator Performance Appraisal. *Canadian Journal of Educational Administration and Policy*, 152: 1-58.

Maistry, SM. 2008. Towards collaboration rather than cooperation for affective professional development of educators in South Africa: Insights from social practice theory, *South Africa Review Education with Education with Production*, 14 (1): 119-141.

Maree, JG. 2007. First steps in research (1st edition). Pretoria:Van Schaik.

Maree, JG. 2010. First steps in research (4th edition). Pretoria:Van Schaik.

Maree, JG. 2016. First steps in research (5th edition). Pretoria:Van Schaik.

Martin, GA. and Double, JM. 1998. Developing higher education teaching skills through peer observation and collaborative reflection. *Innovations in Education and Training International*, 35(2): 161-170.

Mathibe. I. 2007. The Professional Development of School Principals. *South African Journal of Education*.27 (3): 523-540.

Mckenzie, B. and Turbil, J. 1991. Professional development classroom practice and learner outcomes: exploring the connection in early literacy development. NZARE Conference: Melbourne Paper presented 2 December 1999.

McMahon, T., Barrett, T. and O'Neill, G. 2007. Using observation of teaching to improve quality: Finding your way through the muddle of competing conceptions, confusion of practice and mutually exclusive intentions. *Teaching in Higher Education*, 12(4): 499-511.

McMillan, JH. and Schumacher, S. 2014. Research in Education: Evidenced-Based Inquiry (7th edition). Canada:Pearson.

Merriam, SB. 1998. Qualitative Research and Case Study Application in Education. San Francisco:Jossey Bass.

Mestry, R. and Ndhlovu, R. 2014. The implications of the National Norms and Standards for School Funding policy on equity in South African public schools. *South African Journal of Education*, 34(3): 1-11.

Mestry, R., Hendricks, I. and Bisschoff, T. 2009. Perceptions of educators on the benefits of educator development programmes in one province of South Africa. *South African Journal of Educators*, 29: 475-490.

Mestry, SN., Bhatkhande, GS., Dhodi, JB. and Juvekar, AR. 2016. Aldose Reductase Inhibitory Potential and Anti-cataract Activity of Punica granatum Fruit Extract. *Current Therapeutic Research*, 78: 2-10.

Miles, BM. and Huberman, AM. 1994. Qualitative data analysis: An expanded sourcebook. Thousand Oaks:Sage.

Mizell, H. 2010. Why Professional Development Matters. Oxford:Learning Forward.

Mohammed, H. 2009. Challenges and prospects for improving educator education and development through the National Policy Framework on Educator Education and Development. *African Education Review*, 6(1): 159-173.

Montoro, V. 2013. Professional Development for Christian Educators: A Mixed-Methods Study. *The Journal of Applied Christian Leadership*, 7(1): 54-63.

Moodley, V. 2013. In-service educator education: asking questions for higher order thinking in visual literacy. *South African Journal of Education*, 33(2): 1-33.

Morrow, SL. 2005. Quality and trustworthiness in qualitative research in counselling psychology. *Journal of Counselling Psychology*, 52(2): 250-261.

Nkosi, TP. 2010. Views of educators on development appraisal system in Vryheid district of the Kwazulu-Natal province. MEd thesis, University of Zululand: Durban.

Peixotto, K. and Fager, J. 1998. High-quality professional development: An essential component of successful schools. Pretoria:van Schaik.

Phillips, JR., Desimone, T. and Smith TM. 2011. "Educator Participation in Content-Focused Professional Development & the Role of State Policy." *Educators College Record* 113(11): 2586-2621.

Ravitch, SM. and Riggan, M. 2012. Reason and Rigor: How conceptual Framework Guide Research. Thousand Oaks:Sage.

Rees, C. 2015. Rapid research methods for nurses, midwives and health professionals. South Gate: Wiley and Sons.

Republic of South Africa. 1996a. The National Education Policy Act (No. 27 of 1996). Pretoria:Government Printer.

Republic of South Africa. 1996b. The Constitution of the Republic of South Africa (No. 108 of 1996). Pretoria:Government Printer.

Republic of South Africa. 1998. The Employment of Educators Act (No. 76 of 1998). Pretoria:Government Printer.

Republic of South Africa. 2000. South African Council for Educators Act (No. 31 of 2000). Pretoria.Government Printer.

Republic of South Africa. 2007. The National Policy Framework for Educator Education and Development in South Africa, Pretoria:Government Printer

Republic of South Africa. 2011. 2011 - 2025: Integrated Strategic Planning Framework for Educator Education and Development in South Africa, Pretoria:Government Printer.

Republic of South Africa. 2012. National Education Evaluation and Development Unit (NEEDU). Pretoria:Government Printer.

Saleh, SS. and Pretorius, FJ. 2006. English as a foreign language: educators' professional development via Internet. *Progressio*, 28(1): 111-126.

Salkind, NJ. 2010. Encyclopaedia of Research. Thousand Oaks:Sage.

Samuel, M. 2008. Accountability to whom? For what? Educator identity and the force field model of educator development. *Perspective in Education*, 26(2): 3-16.

Scotland, J. 2012. Exploring the philosophical underpinnings of research: Relating ontology and epistemology to the methodology and methods of the scientific, interpretive, and critical research paradigms. *English Language Teaching*, 5(9): 9-16.

Shortland, S. 2004. Peer observation: A tool for staff development or compliance? *Journal of Further and Higher Education*, 28(2): 219-228.

Silverman, D. 2013. Doing qualitative research (4th edition). California:Sage.

Simon, MK. and Goes, J. 2013. Assumption, limitations, delimitations, and scope of the study. Doctoral dissertation, University of Washington: Seattle.

Smith, AT. 2007. November. The middle school literacy coach: Considering roles in context. *56th Yearbook of the National Reading Conference*, 56: 53-59.

Steyn, GM. 2008. Continuing professional development for educators in South Africa and social learning systems: Conflicting conceptual frameworks of learning, *Koers*, 73 (1): 15-31.

Steyn, GM. 2012. Reframing professional development for South African schools: An Appreciative Inquiry Approach. *Education and Urban Society*, 44(3): 318-341.

Steyn, GM. and Niekerk, EJ. 2008. Human Resource Management in Education (2nd edition). Cape Town:Unisa Press.

Steyn, GM. and Van Niekerk, EJ. 2012. Human Resources Management in Education (3rd edition). Pretoria:Darlo.

Steyn, GM., 2011. Continuing professional development in South African schools: Staff perceptions and the role of principals. *Journal of Social Sciences*, 28(1): 43-53.

Tashakkori, A. and Teddlie, C. 2010. Sage Handbook of mixed methods in social and behavioural research (2nd edition). Thousand Oaks:Sage.

Thomas, G. 2011. How to do your case study: a guide for learner and researchers. Thousand Oaks:Sage.

Wang, CH., Ke, YT., Wu, JT. and Hsu, WH. 2012. Collaborative action research on technology integration for science learning. *Journal of Science Education and Technology*, 21(1): 125-132.

Weisblat, MA. and Sell, C. 2012. An exemplar in mentoring and professional development: teaching graduate learners transferable skills beyond the discipline. *Journal of Research Administration*, 43(1): 60-68.

Winston, RB and Creamer Jr, DG. 1998. Staff supervision and professional development: An integrated approach. Franscisco:Jossey-Bass.

Zimmerman, L., Howie, SJ. and Smit, B. 2011. Time to go back to the drawing board: Organisation of primary school reading development in South Africa. *Educational Research and Evaluation*, 17(4): 215-232.

Annexure A

Preamble to

INTERVIEW PROTOCOL

The role of Integrated Quality Management Systems' coordinators and subject advisors in the professional development of educators

PURPOSE OF THE STUDY

The aim of this study is to investigate how IQMS coordinators and subject advisors understand their roles in the professional development educators.

SOURCES OF DATA TO BE COLLECTED

Data will be collected by conducting semi-structured interviews with 4 IQMS coordinators and 4 subject advisors from Tshwane South district office and Northern Gauteng district office of the Gauteng Department of Education.

ASSURANCE OF CONFIDENTIALITY

All participants are assured that their identity as well as their responses will be regarded as completely confidential always and will not be made available to any unauthorized user. The participation of individuals in this study is completely voluntary. Should any participants wish to discontinue their participation during the research project, he or she will be free to do so at any stage, up to and including after the completion of the actual interview.

Precautions will be taken to ensure that no participant will be harmed in any way by this research or their participation therein. No participant will be named or identified

in any way – should the researcher wish to quote from an interview transcript, a pseudonym will be allocated to that participant.

Every participant will be given an opportunity to verify the transcription of the discussion/his or her interview.

DURATION OF INTERVIEW

This individual interview should take no longer than 1 hour (60 minutes). Please note that the discussion will be recorded and then transcribed. Every participant will be given the opportunity to validate the transcription as an accurate reflection of the discussion and of their individual part therein.

INTERVIEW SCHEDULE

The following questions will be asked and are to be answered by the IQMS coordinators.

1. How would you define the concept of professional development? Please give some examples to illustrate your explanation.
2. What specific role do you play in the professional development educators?
3. What do you think are educators' greatest needs as far as professional development is concerned?
4. How specifically are you involved in the professional development educators?
5. How do you think others perceive your role as a professional developer educators at school level?
6. What role do you play in developing planning and presenting professional development activities at school level?
7. What challenges do you experience in your role as professional developer educators?
8. What specific planning strategies do you have for the professional development of educators?
9. How do you go about supporting educators in their professional development?
10. What is the supervisory role that you play in the professional development of educators?



11. How do you engage in their professional developmental activities at school level?
12. How often do you conduct professional development of educators?



Annexure B



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA

For administrative use:
Reference no: D2016 / 008

GDE RESEARCH APPROVAL LETTER

Date:	2 April 2015
Validity of Research Approval:	2 April 2015 to 2 October 2015
Name of Researcher:	Makubung M.A.
Address of Researcher:	P.O. Box 67825; Highveld Park; Centurion; 0169
Telephone / Fax Number/s:	083 296 0155
Email address:	abemakubung@gmail.com
Research Topic:	How IQMS co-ordinators and Subject Advisors understand their roles in the professional development of Mathematics and Science educators
Number and type of schools:	NONE
District/s/HO	Gauteng North and Tshwane South

Re: Approval in Respect of Request to Conduct Research

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

The following conditions apply to GDE research. The researcher has agreed to and may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

CONDITIONS FOR CONDUCTING RESEARCH IN GDE

1. The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter;

1

Making education a societal priority

Office of the Director: Knowledge Management and Research

9th Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0806
Email: David.Makhado@gauteng.gov.za
Website: www.education.guy.gov.za

Annexure C



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

_____2015

Mr/Mrs. _____

Dear Sir/Madam,

PARTICIPATION IN RESEARCH STUDY ON THE ROLES OF IQMS COORDINATORS AND SUBJECT ADVISORS IN THE PROFESSIONAL DEVELOPMENT OF EDUCATORS

I am currently enrolled for a Master's degree in Educational Leadership at the University of Pretoria. Part of the requirements for awarding of this degree is the successful completion of a significant research project in the field of education leadership.

The title of my approved research study is "The role of Integrated Quality Management Systems' coordinators and subject advisors in the professional development of educators". The purpose of the study is to investigate the understanding of the IQMS Coordinators and Subject Advisors on their roles in the professional development of educators. It is therefore my privilege to be able to invite you to become a voluntary participant in this research project.

Please allow me the opportunity to explain the scope and the responsibility of your participation, should you choose to do so. It is my intention to gather the information I require for this research project by conducting a 45 to 60 minute interview with IQMS Coordinators and Subject Advisors. These interviews will be treated confidentially, will be conducted at a time and venue of your choice and will in no way interfere with

the district office activities. A copy of the interview protocol to be used for these interviews will be provided to you in advance of your interview.

Please understand that the decision to participate in this research project as a district official is entirely voluntary and that, once you have indicated your willingness to participate, permission for your participation will also be secured from the Gauteng Department of Education as well as from your district office. You will be free to withdraw from this study at any stage, even after the completion of the interview, should you so choose.

The information obtained during the research study will be treated confidentially, with no-one but the researcher having access to the raw data obtained from the interviews. At no time will either you as an individual or your district office be mentioned by name or indeed be allowed to be identified by any manner or means whatsoever in the dissertation that will flow from this study. At the end of the research study you will be provided with a copy of the research report containing both the findings of the study and recommendations.

This research study presents a unique opportunity for you to get involved in the process of research aimed at exploring ways and means of improving the situation in South African education system. If you decide to participate in this research study, kindly indicate this by completing the consent form at the end of this letter.

Thanking you in anticipation.

Yours in service of education,

Mr MA Makubung
Learner Researcher
University of Pretoria
abemakubung@gmail.com
(083) 296 0155

Dr E. Eberlein
Supervisor-MEd Leadership
University of Pretoria
eric.eberlein@up.ac.za
(012) 420 5552

LETTER of CONSENT

INDIVIDUAL PARTICIPANT – SUBJECT ADVISOR

VOLUNTARY PARTICIPATION IN THE RESEARCH PROJECT ENTITLED

The role of Integrated Quality Management Systems' coordinators and subject advisors in the professional development of educators.

I, _____, hereby voluntary and willingly agree to participate as an individual in the above-mentioned study introduced and explained to me by MA Makubung, currently a learner enrolled for an MEd Educational Leadership degree at the University of Pretoria.

I further declare that I understand the aim, scope, purpose, possible consequences, benefits and methods of collecting information as they were explained to me by the researcher, as well as the means by which the researcher will attempt to ensure the confidentiality and integrity of the information he collects. I understand that I am free to withdraw from the study at any stage of the project.

Full name –Participant

Signature

Date