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**School-Initiated Type-2 Activities in Continuous Professional  
Teacher Development**

by

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**APRIL 2020**

## DECLARATION OF AUTHENTICITY

I, **Nicolaas Andrias Johannes Smit**, hereby declare that this M. Ed dissertation: **School-Initiated Type-2 Activities in Continuous Professional Teacher Development** to be my original work and that all sources I have consulted have been acknowledged.



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**22.03.2020**

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# ETHICS CERTIFICATE



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## **ABSTRACT**

Professional development is more than marking an attendance register at a workshop. Professional development is a reflective process of continuous self-development that should inform the very essence of any learning context. This dissertation builds on how teachers experience school-initiated type-2 teacher professional development in secondary public schools and how their experiences may contribute to the work in the field of teacher professional development and assessment. Although a number of studies have examined teachers' comprehension of the Continuous Professional Development framework in South Africa and the quality management policies, there is a considerable lack of literature on the relationship between the professional development of teachers and school improvement.

The purpose of this dissertation is to understand teachers' experiences with the implementation of Type-2 Continuous Professional Teacher Development activities in public high schools. The data for this qualitative study were collected through semi-structured interviews and policy document analysis. The coded data were analysed and emerging themes were identified. The participants of this study consisted of teachers and members of the School Management Team.

However, the study found that teachers perceived that there is a gap in the focus of professional development programmes. Teachers felt that the type-2 developmental activities seemed only for the benefit and achievement of the school's goals, and do not adequately address the developmental needs of teachers themselves.

The findings of this study argue that a culture of shared responsibility and leadership in secondary schools do indeed improve the development of teachers and the successful academic achievement of learners.

**Key words:** teacher professional development, school management team, school improvement, quality management, type-2 development, leadership.

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This letter is to confirm that I, Keegan Bruce Schmidt, freelance copy-editor, have edited and proofread the dissertation '*School-Initiated Type-2 Activities in Continuous Professional Teacher Development*' by Nicolaas Andrias Johannes Smit for grammar and spelling.

I have not changed any of the ideas presented in this paper and only the grammar and spelling has been altered for the purposes of clarity.

I confirm that I have edited the document to a level I deem satisfactory

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## LIST OF ABBREVIATIONS

CAPS	Curriculum and Assessment Policy Statement
CPD	Continuous Professional Development
CPTD	Continuous Professional Teacher Development
DAS	Developmental Appraisal System
DBE	Department of Basic Education
DL	Distributed Leadership
DoE	Department of Education
ELRC	Education Labour Relations Council
FET	Further Education and Training
HoD	Head of Department
IPET	Initial Professional Education of Teachers
IQMS	Integrated Quality Management System
NCS	National Curriculum Statement
NPFTED	National Policy Framework for Teacher Education and Development
PD	Professional Development
PMS	Performance Measurement System
QMS	Quality Management System
SACE	South African Council for Educators
SASA	South African Schools Act
SGB	School Governing Body
SIP	School Improvement Plan
SMT	School Management Team
SWOT	Strength, Weaknesses, Opportunities and Threats
WSE	Whole School Evaluation

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# CHAPTER 1

## INTRODUCTION

### 1.1. BACKGROUND

The South African Schools Act (SASA), Act 84 of 1996 is aimed at ensuring that all learners have access to quality education without discrimination and makes schooling compulsory for children aged seven to fifteen. The national budget for education in South Africa aims at ensuring that this purpose is fulfilled. Annually, the Department of Education (DoE) invests billions of Rands in the education and schooling of South Africa, and the South African budget for education is reportedly more than countries such as the United States of America, the United Kingdom and Germany (Cohen, 2017). The National Department of Education, along with Provincial Education departments, were approved to utilise more than R230 Billion on education for the years 2018/2019 (UNICEF, 2014). However, despite this financial investment, South African education falls behind in the quality of achievement in learner academic outcomes. A large portion of the money is thus allocated to the professional development of teachers, yet the country witnesses an underperformance in learner academic development and the achievement of the set learning outcomes.

In 2006, the National Policy Framework for Teacher Education and Development in South Africa (NPFTED) asserted that teachers are not as yet sufficiently equipped to meet the educational needs of 21<sup>st</sup> century learners. A fundamental concern is the failure of the system to improve the quality of teaching and learning in schools (DBE, 2012, 24). In that regard, Botha (2010) contends that the key determinant for effective schools is the achievement of learners during formal assessments. Therefore, the NPFTED (RSA 2007, 3) makes a case for creating and maintaining effective schools by fostering strong leadership and management linked to teacher professional development activities that are necessary. Du Plessis and Eberlein (2018) acknowledge that professional development activities must be directly related to the classroom responsibilities of teachers. Many systems have been established to achieve the standards set, for example, the Developmental Appraisal System (DAS) implemented in 1998, Whole School Evaluation (WSE) implemented by the Department of Education (DoE) in 2001 (Government Gazette Vol. 433, No. 22512,

26 July 2001) and followed by the Performance Measurement System (PM) in 2003. These national policies put in place the mechanisms necessary for determining the performance of schools using both internal and external evaluation.

According to Bisschoff and Mathye (2009) as well as Mosoge and Pilane (2014), the Department of Basic Education (DBE) commenced with the Developmental Appraisal System (DAS), then transitioned to the Whole School Evaluation system (WSE) which was then further developed to become the Performance Measurement System (PM). It was not until the Collective Agreement 8 of 2003 that the Education Labour Relations Council (ELRC) decided to integrate the different developmental programs to emerge in the formulation of the Integrated Quality Management System (IQMS) as informed by Schedule 1 of the Employment of Educators Act, No. 76 of 1998 (Education Labour Relations Council, 2003). The professional quality of teachers and the standards to be maintained by teachers, as set out by past and present Ministers of Education, is evaluated on the grounds of the IQMS, which is responsible for the diagnostic assessment and evaluation of teachers. The IQMS uses seven Performance Standards to assess post level 1 teachers. Each Performance Standard measures a separate aspect of teacher efficiency, from creativity and lesson planning to involvement in professional development. The IQMS aims to provide support to teachers to increase learner development and academic achievement (de Clercq, 2013).

Gina (2014) maintains that the main purpose of the IQMS is to evaluate a teacher's quality of teaching and learning and their delivery of the curriculum. The IQMS is a measuring instrument, which provides a diagnostic assessment of what each teacher's developmental needs require. Unfortunately, after the IQMS implementation, teachers still did not know in what areas they needed development in, how to develop them and by whom. This study argues that teachers who have opportunities to academically and professionally learn and develop themselves have better chances of creating those same possibilities for their learners, therefore improving teaching and learning outcomes. Asmari (2016) affirms that CPD forms the very essence for the progression of a teacher's career. CPD is unavoidable as it is at the heart of elevating the standards of education and supplying teachers with an advantage in knowledge and skills. The South African Council for Educators (SACE) Management System Handbook (2012) defines Professional Development as the need for teachers to continuously renew



their commitment to their profession, expressing their pride and ideals of service. CPD encourages teachers to become better performing teachers, illuminating their investment in greater learner development (SACE, 2012, 4). Mestry, Hendricks, and Bisschoff (2009) argue that the CPD of teachers is an indispensable tool to be utilised to improve the quality of education in South Africa. Gina (2014) argues that the IQMS is a failed system and changes need to be implemented to address the concerns of the next step on how to develop teachers. Thus, the SACE, a body established by the Education Labour Relations Council (ELRC) to uphold the teaching profession, responded to similar concerns by implementing the Continuous Professional Teacher Development (CPTD) management system in 2012 across all 9 provinces in South Africa. The CPTD was implemented in three cohorts: in 2014 the Principals and Deputy Principals, 2015, the HODs and in 2016, the third cohort comprised of post level 1 educators. The key aim of CPTD is to enable and empower educators for effective teaching and learning (RSA, 2007, 19) where educators are required to accumulate 150 professional development points over a three-year period by engaging in three types of professional development activities (SACE, 2012, 24).

- Type-1 activities are initiated by educators themselves and involve the actions and measurements in the form of a personal development plan.
- Type-2 activities are initiated by the school.
- Type-3 is provided by approved external service providers (SACE 2012, 24).

This study focuses on Type-2 school-initiated activities.

Since the conclusion of the 3-cohort implementation cycle in 2016, there is scarce literature that addresses what exactly has been achieved in the three years since the implementation of CPTD. More specifically, this study addresses this identified gap in the literature by exploring teachers' experiences of type-2, school-initiated activities. Type-2 professional development activities refer to all the activities and practices teachers engage in that are in the form of school workshops, development and support sessions, school seminars and school projects. The Curriculum and Assessment Policy Statement (CAPS) was implemented from 2012 through 2014 from grades 1-12 in South Africa and is focused on providing teachers with detailed guidelines of what to teach and assess on a grade and subject basis. The purpose of the CAPS is to reduce the administrative burden on teachers and ensure that there is consistency

and guidance for teachers when teaching (CAPS, 2018, 2). The curriculum put in place in South African schools is the National Curriculum Statement (NCS), which was introduced in 2004 and the Curriculum and Assessment Policy Statement (CAPS) is one component of the curriculum. Costley and Lange (2016) and Rosenthal and Zimmerman (2014) are of the shared view that the pivot of teacher and learner education focuses on the three elements of development; cognitive, psychological, and emotional.

Allen and Wright (2014) advise that teachers need to be developed in the area which focuses on the academic achievement and development of learners. The developmental focus of learners should be in line with the roles that a teacher takes in the classroom. Nilsson (2017) adds how roles that manage the learning environment can encourage learners to participate in learning. Further roles of teachers take the form of assessing how well learners perform, organising the classroom, participating in the academic growth of learners as well as the role of guiding and advising learners in their process of education. Ferreira (2010) argues that teachers should be well-equipped and encouraged to be a part of the building blocks of learners' academic and cognitive development. Alexiou-Ray (2015) asserts that teacher professional development is an effective method of ensuring the quality of teaching. Stewart (2014) further advocate that professional development is essential and vital for all teachers, novice and veteran. Within this contextual background, this study investigates how teachers have experienced type-2 CPTD activities and how they perceive the benefits of the CPTD, as well as how it has influenced their professional development and the academic development of their learners. The performance management trajectory in South Africa has since gone through several changes. This study focuses on the type-2 teacher professional development activities implemented at school level.

## **1.2. RESEARCH PROBLEM**

The National Policy Framework for Teacher Education and Development (NPFTED) connects two frameworks; Initial Professional Education of Teachers (IPET) and CPTD (RSA, 2007). A report on the status of the CPTD Management System (2012) asserts that the alliance of the IPET and CPTD will ensure that current initiatives

contribute more directly to the quality of teaching and provide teachers with clear guidance about which Professional Development (PD) activities will contribute to their personal growth. The CPTD system is implemented in three cohorts. Cohort one takes the form of principals and deputy principals, the second cohort consists of Heads of Departments (HoDs) and the final cohort involves post level one teachers. The three cohorts spanned the period of 2014 up to 2016. This study investigated how schools have implemented Type-2, school-initiated professional development activities after the three years of cohort implementation of CPTD.

Asmari (2016) argues for teachers to meet the performance standards of policies such as the IQMS and CPTD, teachers should therefore be professionally developed to keep their ability as teachers in a growing state for improving their professional role/s. This necessitated the development of the necessary policy documents such as the Integrated Quality Management System with the intention to evaluate and improve teachers through reflective evaluation. This research study therefore focuses on type-2 teacher education within the implementation of CPTD. Although the IQMS is a policy that aims to provide the tools for the successful evaluation of teachers, it is still important to investigate whether or not the policy objectives have been met. The study focuses on the Type-2 professional development activities that the schools have or have not offered teachers to be better skilled and equipped to efficiently perform their roles as teachers, classroom administrators, examiners, moderators, caregivers and the many other roles that teachers develop to serve the needs of their learners and the community. The IQMS is a tool that can measure the performance of teachers according to a particular set of pre-determined criteria so that this knowledge may inform the areas in which teachers need support and development. The envisioned role and outcomes of IQMS and CPTD may be regarded as the ideal solution to improved learner achievement. This study investigates the merit of such a policy and strategy implementation in line with the perceptions of teachers and the SMT concerning the school improvement plan as a whole, meeting educational outcomes and meeting teachers' professional development needs. The problem that this study address is that teachers are not provided the Type-2 professional development they require to manage the challenges they face. The many and varied challenges faced by teachers in their respective school contexts such as learner-teacher violence, learner-learner violence, learners skipping school or continuous absenteeism, lack of

parental engagement, and so forth. These challenges faced, support the argument that teachers need ongoing professional development and support to successfully cope with the many daily challenges of their work.

### **1.3. PURPOSE STATEMENT AND OBJECTIVE**

The purpose of this study is to understand how teachers experience the implementation of Type-2 CPTD activities in public high schools in the Gauteng province of South Africa. This study aims to provide meaningful contributions to the field of teacher development through recommendations and establishing the need for further research.

### **1.4. RATIONALE**

The researcher's interest in this study is embedded in three years of experience of being a new teacher and feeling the need to be further developed on emerging teaching and assessment strategies that may assist teachers and learners in their care. The researcher therefore understands the key priority vision of IQMS can lead to the improvement of teaching and learning. The IQMS is described in the Employment of Educators Act, 76 of 1998 with set performance criteria for the evaluation of teachers. According to the IQMS, teachers are expected to engage in professional development activities demonstrating teachers' willingness to develop new knowledge and additional skills addressing current educational issues. Since the IQMS has been implemented in 2005, all teachers have been evaluated on the different standards of the IQMS. McCormick (2010) states that it is the inadequacy of teacher education which puts a hold on the improvement of current educational practices. It can therefore be considered that the current professional development provided does not adequately prepare teachers for the challenges they face and the roles they need to perform. Vekeman, Devos, and Valcke (2016) argue that CPTD aims to enhance and empower teachers through professional development to be prepared for these challenges. Beighton (2016) contends that the pre-teacher education system is not adequate to equip teachers with the skills and abilities to

manage their daily roles as teachers. This study therefore argues that teachers' pre-teaching university or college training may not adequately prepare them for the contexts in which they find themselves working and therefore teachers require additional targeted support and development from the DBE to address the challenges that they experience. A strategy as such that involves the implementation of the IQMS and the CPTD. This study aims to determine the merit of such a strategy by investigating the CPTD experiences of the teachers and SMTs involved in policy implementation.

## **1.5. RESEARCH QUESTIONS**

How do secondary schools use Type-2 activities to address the challenges of improving continuous professional teacher development?

### **1.5.1. Research sub-questions**

- Why do schools implement the IQMS policy to inform continuous professional teacher development?
- What is the relationship between Type-2 activities and the respective School Improvement Plans?
- How do teachers experience Type-2 CPD activities?

## **1.6 SIGNIFICANCE OF THE RESEARCH**

This study extends the scope of current existing studies by exploring the implementation of the Continuous Professional Teacher Development and Integrated Quality Management System from a South African perspective. The findings of this study will assist the Department of Education to gain insight from the views and experiences of teachers and SMTs when implementing IQMS in schools. The study has the potential to provide feedback to the Department of Education on the progress and challenges of implementing IQMS in schools. This study will increase the understanding of the challenges that educators experience and provide insight into how they perceive that they need to be professionally developed. The significance of

this study is to recognise that, whilst there are several opportunities for CPTD, there are gaps within the IQMS such as inconsistent teacher evaluation and development which does not meet teachers' CPTD Type-2 needs along with the ineffective implementation of evaluation methods that are unable to professionally develop a teacher. This study therefore addresses the gap in the literature identified by Mäkinen, Linden, Annala, and Wiseman (2018) and du Plessis and Eberlein (2018) which questions the efficacy of teacher professional development and the consistency of teacher quality evaluation by illuminating the perceptions and experiences of teachers on Type-2 CPTD activities.

## **1.7 THEORETICAL FRAMEWORK**

The study is informed by the theoretical framework that includes key concepts from the theory of distributed leadership that aids in the understanding of how CPTD and IQMS are implemented. Key concepts include levels of management, school evaluation and school improvement plans that assisted the implementation and understanding of the theoretical theory of this study.

### **1.7.1. Distributed Leadership**

Distributed Leadership has a notable influence, not only on the professional development of teachers, but also on the academic achievement of learners. Past and current research found the importance of the relationship between DL and school performance. Kilicoglu (2018) affirms that a culture of shared responsibility and leadership in secondary schools improves the achievement of learners to better meet the outcomes of learner development. Kilicoglu (2018) further confirms the role of a school leader or principal as being an important element in the promotion of learners' development and learning opportunities as well as in sustaining and upholding school improvement. This concept of a leader has evolved to include the notion that managing and leading a school hinges on the shared and distributed responsibilities of all the members in the learning environment such as teachers, SMT members, middle and senior-level managers as well as the School Governing Body (SGB) (Delgado, 2014). Torrance (2013) defines distributed leadership as the dawning agent of a network of interconnecting individuals combining their expertise and as a divided and

collaborative venture that attracts all the members of a school. Hulpia and Devos (2009) contend that distributed leadership is an instrument of improvement as it enhances the collaboration and responsibility of teachers, thus improving their expectations, self-confidence, professional development and gratification in schools. For this study, distributed leadership is defined as the shared responsibility of development between all levels of the school structure.

#### 1.7.2. Levels of Management

Conventional views of instructional leadership in schools perceive that principals act as primary instructional leaders that carry all responsibilities. However, Boyce and Bowers (2018) and Donaldson (2017) affirm that school leadership is an organisational function and not a positional trait for the single leader, thus conceptualisation is no longer in effect. Instead, it has transitioned to leadership that is shared and instructional by both formal and informal leaders. The leadership hierarchy regards principals and senior-level managers as top-level leaders, heads of departments and phase heads as middle-level leaders and teachers as lower-level leaders.

#### 1.7.3. School Evaluation

Quality evaluation of a school's overall performance is viewed according to Sahin and Kilic (2018) as the active process of collecting systematic data and analysing data to ascertain the usefulness of a certain person through creating a performance standard to measure quality. Evaluation can be viewed as an opportunity to uncover knowledge about current practices through data to improve future practices. Sahin and Kilic (2018) affirm that the whole school evaluation assesses whether or not the school achieves its objectives. School evaluation is not just for the mere purpose of setting performance standards and determining the overall quality of the school, it also contributes to the performance of teachers. Ainsworth (2010) refers to school evaluation as the process of raising performance standards and as a way to search for more effective ways of teaching and learning. Ainsworth (2010), along with Sahin and Kilic (2018), assert that school evaluation reinforces the actions of accountability of the school and assists the CPD of teachers. The performance in schools is judged based on effective learning outcomes. Evaluation is critical as it determines whether or not the school delivers good performance and effectively educates its learners. Distributed Leadership suggests that teachers should be involved in school evaluation

as a collective process that provides teachers the responsibility to determine the performance of the school.

#### 1.7.4. School Improvement Plan (SIPs)

The School Improvement Plan (SIP) is a selective document that stipulates the development teachers, principals and the school require to address weaknesses and create opportunities for improvement. Planning and preparation are the most important functions of the SMT and a core function of the SMT is to advance policy, process, strategies and practice towards whole school development. Van Der Voort and Wood (2014) claim it will be difficult if a school does not have a written improvement plan where the teachers are involved in their school-provided CPD activities. The responsibility of the SMTs is to adhere to the developed SIP. A school evaluates the teacher and inputs the results into the SIP, a plan for which the school is accountable with regards to implementation and progress tracking. Westraad (2011) affirms that it is the responsibility of the Department of Education (DoE) to ensure that principals and the SMTs guide and support teachers in their augmentation and reinforcement of the school's improvement plans.

#### 1.7.5. Discussion

The development and understanding of the role of a teacher is gradually increasing as the development of the teacher is the foundational support for complex skills development in learners, the composition for further education as well as how learners work in the 21<sup>st</sup> century. Taylor, Gustaffson, Spaul, and Armstrong (2011) affirm that it requires a more knowledgeable structure of teaching to develop teacher proficiencies; critical thinking, solving of complicated problems, functional communication and participation as well as self-governance. Therefore, the CPD of teachers is required to help teachers master and clarify the teaching practices that are necessary to develop these skills while at the same time empowering teachers to perform their professional roles. Darling-Hammond, Hyler, Gardner, and Espinoza (2017) define professional development as the anatomy in professional learning which decides on the adaptations in teaching practices and the enhancement of the learning outcomes which learners hope to achieve. In another study on empowerment, Mestry (2017) defines CPTD as the organised and orderly designed attitude towards learning and development that further encourages the abilities of teachers to educate by means of reinforcing and concentrating on knowledge, skills, and experience. The ELRC

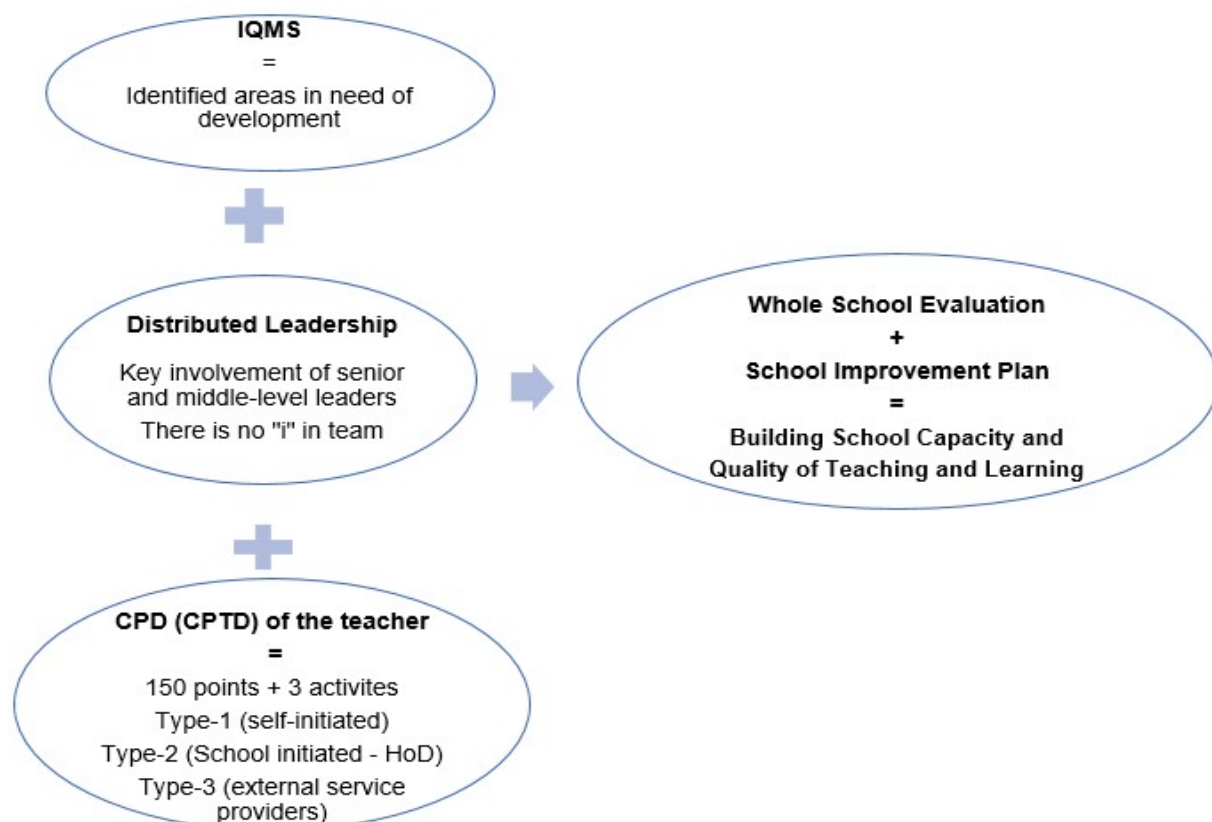


stated in Collective Agreement 8 of 2003 that schools are situated in the educational body and it has to work cooperatively to increase teacher education quality.

The IQMS requires the teacher and the school to work in collaboration. This would hone the teachers' abilities to deal with the identified areas of development. This requires a new conceptualisation of what CPTD is and comparing it to what teachers need it to be. CPTD refers to all of the activities and practices in which teachers participate and engage in throughout their professional careers, activities that are designed and created to magnify and augment the work of teachers. Braga, Jones, Bulgar, and Elliott (2017), Musundire (2017) and Vangrieken, Meredith, Packer, and Kyndt (2017) explain that the necessity for CPD strategies is based on the need to improve the standards of learner academic achievement. Braga, Jones, Bulgar, and Elliott (2017) therefore state that the type of content used to develop teachers continuously should be focused on the IQMS assessed areas of development for the teacher. In the case of this study, it requires the Type-2 activities of CPTD to be in line with the areas where the teacher needs improvement, areas where the teacher is evaluated by the IQMS. For CPTD to be effective, it has to transition from a program that is generalised for all schools and teachers to one that is individually designed to meet the needs, interests, and experiences of teachers. It must represent a new understanding of who is responsible for the provision of teacher education as it is no longer dependent on the school principal to initiate Type-2 development activities, but it also lies in the hands of the SMT (Du Plessis and Eberlein, 2018).

For this study, the understanding of CPTD is in line with the work of Braga, Jones, Bulgar, and Elliott (2017), Musundire (2017) and Vangrieken, Meredith, Packer, and Kyndt (2017), who advises that for teacher education to be effective and efficient to influence the education of the learner, it has to be continuous in the sense of sustainability, no matter how experienced the teacher may be. Adequacy of teacher education can only be determined by understanding how teachers are educated and ultimately how teachers themselves think or perceive their education changes over time. The responsibility in the implementation of Type-2 professional development activities moves from the principals to the SMTs and HoDs. Du Plessis and Eberlein (2018) contend that the responsibility for teacher development activities and opportunities lies with the duties of SMTs. The conceptualisation of CPTD postulates participants' opinions and creates a framework to support their arguments. Therefore,

for this study, the current conceptualisation of CPTD will lend itself to the understanding of teachers' experiences; however, the theory of distributed leadership will enable the study to understand the implementation of IQMS and CPTD policy by clarifying the responsibilities of SMTs in the initiation of Type-2 development activities. The most essential factor that in its contribution to student learning is leadership, second to the quality of teaching in its effect (Leithwood, 2006). This study argues that leadership style does indeed make a difference to the learning and achievement of learners (Robinson, Lloyd and Rowe, 2008). There is no more space for autocratic or laissez-faire leadership which proves inefficient in governing a school. Leithwood (2006) contends that leadership should not be dominated by the school principal but rather distributed across senior and middle-level leaders in a school, including teachers, thus greatly affecting teaching and learning. The theoretical framework suggests that CPTD, through distributed leadership, will contribute to teaching and learning if it is grown, shared, and distributed.



**Figure 1: Distributed Leadership Model for the CPD of Teachers**

The conceptual model presented in figure 1 assisted this study in the design of the interview protocol, during the data collection and analysis. This theory lends itself directly to the distributed responsibility of CPTD. This model informs the foundation

for the understanding of this study as it presents the collaborative influence of the IQMS, DL, and the CPTD at play in the evaluation and improvement of the whole school.

## **1.8. STRUCTURE OF RESEARCH**

**CHAPTER 1:** The chapter renders the introduction and background supplying the contextual setting for this study. The first chapter includes the theoretical framework reinforcing the study, the purpose of this study.

**CHAPTER 2:** This chapter deals with the literature review about the role of SMTs in the distribution of school responsible teacher development activities from both International and South African studies.

**CHAPTER 3:** This chapter elaborate upon and discusses the research design, methodology, data collection, data analysis, and the presentation of data.

**CHAPTER 4:** Introduces and discusses the data acquired from the interviews and document analysis of the IQMS System.

**CHAPTER 5:** The last chapter examines the findings and conclusions from data analysis, provides recommendations and the need for further research.

## **1.9. SUMMARY OF CHAPTER**

The first chapter established the background and historical overview and the significance of this study. The problem statement is informed by past and current literature related to the development of teachers through school-initiated activities. The theoretical framework that supports this study was discussed in detail. The next chapter would introduce a review of literature on school-initiated teacher development activities from an international and South African perspective that emphasise the distribution of school leadership, school activities for teacher development and the IQMS when improving the overall quality of learners learning.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1. INTRODUCTION**

The purpose of this literature review is to provide the reader with an in-depth overview of the role of CPTD and IQMS policies on the professional development of a teacher and the implications it has on the academic achievement of learners. CPTD has become the focus for the development of the quality of teachers. The first part of this chapter provides a brief description of the importance of teacher development and how teachers regard the efficacy thereof. Next, policy implementations on teacher development are discussed. Finally, a brief overview of the essence of managing teacher development is provided. The literature is further divided into four parts:

- Part A: Professional teacher development, followed by
- Part B: CPTD and its relationship with school improvement,
- Part C: Policy implementation of CPD, and
- Part D: Management of the CPTD system.

#### **2.2. PROFESSIONAL TEACHER DEVELOPMENT**

Alexiou-Ray (2015) regards professional development as an instrument for redesigning the behaviours of teachers. The teaching profession repeatedly transposes the terms of professional development, professional learning and staff development. Mohan, Lingam, and Chand (2017) regard professional development as a continuous development process that adapts and reconstructs the practices of teaching. Professional development, therefore, is seen as an approach to the provision of new strategies, methods, and techniques of teaching. Thakral (2011) postulates that learners reap the benefits of the new knowledge and further development of their teachers.

Kennedy (2016) proclaims that professional development initiatives are rarely designed based on how teachers learn, but rather are constructed on the assumption that effective and efficient teaching emanates from hegemonising prescribed

skills. Trust, Krutka, and Carpenter (2016) contend that traditional efforts of professional development for teachers could not recognise the needs of teachers in the classroom. According to Darling-Hammond (2009), many teachers assume that the available professional development is not helpful or worthwhile to them as it does not meet their professional needs. Opfer and Pedder (2011) further characterise CPD as narrow-minded, disconnected, and complex.

Aminudin (2012) argues that measuring the impact of teacher professional development does not have to rely entirely on quantifiable data, but instead on the teachers' insight into what represented and comprised importance and usefulness about their personal, academic, and professional needs. Aminudin (2012) contends that professional teacher development should be a process aimed predominantly at enhancing the learning and development of teachers' professional skills, knowledge and attitudes. Teachers that are involved as leaders, mid-level and lower-level leaders, have a pivotal role to play in supporting their schools as well as helping the school reach its goals and objectives related to the quality of learning and growth. Cardno and Robson (2016) affirm that the implementation of appraisal systems should fall on the responsibilities of middle-level leaders who have filled the role of a teacher.

Education is regarded as a lifelong goal, allowing a person to improve and develop their potential continually. Changes such as the way people learn, function and educate others are a representation of how educationists are addressing the many foreseeable challenges and obstacles of providing quality teaching and learning to a changing learner, requiring new resolutions and innovative ideas. Maksimovic, Osmanovic, and Đekić (2018) contend that it is necessary to have teachers that are ready to better utilise their skills, abilities, and knowledge to ensure greater efficacy of teaching and learning. Mäkinen, Linden, Annala, and Wiseman (2018) argue that teachers cannot be proficient without CPD and specialised skills-based teacher education. Kennedy (2011) claims that the overall professional development of teachers is mostly to reform and customise the abilities and skills of teachers, developing teachers for different and new responsibilities as well as to adapt to the development of the curriculum. Hammad (2016) focuses on the cross-cultural development of teachers, stating that there has been an increasing identification of the significance of continuing professional development (CPD) and the part it plays in the lifelong learning process of teachers as professionals.

Silva and Herdeiro (2014) have determined that the improved performance of teachers is dependent on the development of teachers that is interpreted following their personal and professional needs, ensuring they are lifelong learners. Avidov-Ungar (2016) views professional teacher development as the continuous process of knowledge development, increasing one's professional skills throughout their career and personal education. Professional development should be an unending process that develops a teacher's professional identity based on the construction of useful knowledge and skills matched to their daily responsibilities of teaching.

The essence of teacher development is emphasised by Jiang (2017), who found that teachers hold extraordinary potential for sustainable development, thus requiring teachers to become learners to re-engage with their teaching ability and ensuring a sustainable professionally developed teacher. Mohammadi and Moradi (2017) argue that professional development is a crucial link to the betterment of teaching practices, therefore teachers need to have regular and continuous opportunities to enhance their professional knowledge and skills.

### **2.3. CPTD AND ITS RELATIONSHIP WITH SCHOOL IMPROVEMENT**

Teachers' CPD has become a primarily considered element for the reformation and improvement of schools throughout the world. CPD of teachers has attracted the attention of governments and policymakers, specifically in South Africa. The cycle of continuous development of teachers has been regarded as a *magic bullet* for the motivation, engagement, and reflection of teachers' CPD (CPD Scotland, 2012).

A recent study by Sugrue and Mertkan (2017) found that the enhanced professional responsibility of teachers is enriched through the extent to which teachers experience and involve themselves in their CPD. Furthermore, CPD programs have a greater focus on teacher performance in the classroom and adapting to changing environments, focusing less on professional responsibility. In another study, Cheng (2017) maintains that teachers' professional aptitude is a vital factor for secondary school improvement and practical reformation of the implemented curriculum. Cheng (2017) suggests that secondary school teachers enforce the curriculum in their classrooms to determine the progress of their aptitude and effectiveness of their CPD,

thereby increasing the development of learners in their class. Goe, Biggers, and Croft (2012) affirm that teacher education and evaluation is an instrument to aid teachers. The CPTD and the IQMS can be used to ensure that the evaluation of teachers is adequate for the definite improvement of teaching and learning.

Alexiou-Ray (2015) argues that teacher professional development is an effective method for affecting the quality of teaching and improving learner development. Stewart (2014) asserts that activities and events of professional development are essential in the preparation and quality improvement of teachers. According to de Vries, Jansen, and van de Grift (2013), CPD has a lasting effect on secondary school learners' lives as well as the learners' academic development. Akalu (2016) considers professional development as an effective and noteworthy strategic plan that can be employed as a method to increase the individual performance of teachers and adjust unproductive teaching through educational policies such as the CPTD and IQMS. Continuous Professional Teacher Development can thus be seen as the educational response to the growing needs of teachers and as an opportunity to prepare them to meet the performance standards and challenges of their role as a teacher.

Powers, Phillips, Kaniuka, and Cain (2016) argue that veteran teachers should also participate in CPD as it maximises expertise and competence. Veteran teachers should not withdraw themselves from CPTD activities, as they can still develop and refine their skills and abilities which can contribute towards the learning environment of other teachers and learners. Avalos (2011) indicates that the professional development of teachers is aimed at adapting their current ideas and understanding into an outcome for the growth of learners. Avalos (2011) argues that the professional learning process of teachers is complex, involving both the cognitive and emotional involvement of teachers.

Bayar (2014) asserts that the outcomes and quality of the development of teachers and learners are dependent on one another. Goe (2012) and Alexiou-Ray (2015) argue that teacher professionalism and evaluation are imperative to good leadership practice. After decades of debate, Opfer and Pedder (2011) and Avalos (2011) have confirmed that the quality of learning and development of a school is based on a positive relationship with the learning of teachers. Bayar (2014) adds that the

development outcomes of learners are dependent on the quality and standard of the teacher.

Teachers have an authoritative and essential influence on the achievement of learners, therefore Messiou and Ainscow (2015) claim that teachers require constant development of technical skills and abilities, access to sophisticated knowledge and learning strategies that are based on research to develop themselves intellectually to address the development challenges of learners. Archibald, Coggshall, Croft, and Goe (2011) postulate that teachers are only as reliable and efficient in the classroom as they enable themselves to be through their constant development. Archibald, Coggshall, Croft, and Goe (2011) found that professional development policies of teacher education are vital in the improvement of the learner's academic growth and the transformation of education today. Albeit professional development is situated as the fundamental aspect of educational endeavour, Ono and Ferreira (2010) claim that it cannot be considered as the solution for all the problems in South African education.

#### **2.4. POLICY IMPLEMENTATION OF CPD**

The Integrated Quality Management System (IQMS) framework was informed by Whole School Evaluation (WSE), Performance Measurement system (PM), and the Developmental Appraisal System (DAS). The purpose of the IQMS is to appraise teachers and evaluate their performance to determine their efficacy of being a teacher. Kolobe (2014) asserts that appraisal is seen as the process of continuous approximation of an employee's performance. Bisschoff and Mathye (2009) declare that it is the appraisal of teachers and the role of policymakers to engage thoroughly with the challenges of the teacher development appraisal to be able to recognise each teacher's performance and appraisal needs. The IQMS has become a vital key in the role of improving the quality of educational outcomes in South Africa.

Du Plessis and Eberlein (2018) found that most teachers in South Africa have not yet been sufficiently developed to perform according to the standards set to assure quality education. The NPFTED aims to ensure that teachers are equipped to undertake their mandatory and formidable tasks, enhancing their continuous professional competencies and performances. Development programmes should not be pushed



aside by veteran teachers as it is regulated by various policies that are set in place for the sole purpose of teacher improvement, policies that are regularly updated to keep teachers' development up to date with the changing development conditions and help veteran and novice teachers to develop and increase their current skills and abilities. Du Plessis and Eberlein (2018) acknowledge that professional development activities must be directly related to the classroom responsibilities of teachers to pique the interest of teachers.

The professional development of the teachers in a school can be a robust option for a country such as South Africa, where the education quality is continuously improved and the teachers are improved in terms of their skills, knowledge, and abilities. Mtapuri and Queen-Mary (2014) affirm that South Africa is in urgent need of teacher development and evaluation policies that are authentically focused on the intellectual development of the teacher, and which equally considers the developmental needs of the teachers and the achievement standards of the learners.

Principal and school management support that takes the form of distributed leadership is essential and necessary for the formulation of CPD policies. For a school to be efficient and effective in the preparation and practice of strategically planned and implemented CPD, it requires the alignment of both school and staff priorities. Without distributed leadership and support from the principal, Cheng (2017) states that the alignment of staff priorities linked to the School Improvement Plan (SIP) would be nearly impossible. Cheng (2017) further contends that principals are responsible for the implementation, management, and leadership found within the SIP, as it fosters and nurtures the teachers' along with the schools' development. Arguably it brings the focus back to what Opfer and Pedder (2010) iterated, that principals inevitably contribute to the successful implementation of CPD policies that contributes to the shifts and changes of teacher education.

According to Opfer and Pedder (2010) and Cheng (2017), it can be affirmed that a CPD policy that includes adequate evaluation processes that are linked to the set outcomes of the SIP leads to an effective and achievable CPD plan. Cheng and Ko (2012) contend that it is of vital concern that the objectives and aims of a teacher's CPD plan should be connected and linked to the objectives of the SIP. The expository aspects needed for intensifying and magnifying the value and success of CPTD

involve the support of the principal and that of senior school management through distributive leadership along with the use of collaborative learning approaches concerning the respective SIP.

More specifically, recent studies by Aminudin (2012), Alexiou-Ray (2015) and Annala and Wiseman (2018) on professional development have concluded that the importance of the relationship between professional development and the CPTD policy, is that schools with lower learner achievement standards require different and more specified teacher development. These schools require CPD that is focused in such a manner that increases learner academic achievement. Accordingly, Opfer and Pedder (2011) contend that teachers who work in lower-performing schools, employ less-effective methods of teaching than those in schools with higher performance standards.

## **2.5. MANAGEMENT OF THE CPTD SYSTEM**

The development and maintenance of the professional competence of teachers are regarded as vital to school improvement and curriculum transformations. The transitioning of a racialised curriculum to one that is deracialised and democratic to include fair education that applies to all races in South Africa is of the utmost importance. South Africa is characterised by its past, in which apartheid education was used as a tool to segregate society as it constructed certain forms of identity among learners (McKeever, 2017). Cheng (2017) affirms that incorporated leadership and management of teachers' CPD is becoming a challenge for school leaders, managers, and principals trying to create a radicalised and fair education system, which aims to provide equal opportunities to all learners, bearing in mind South Africa's history to identify an ideal curriculum suited to the post-apartheid era.

A study conducted by Cheng and Ko (2012) found that principals can effectively manage a teachers' CPD by connecting the objectives of CPD to the school's improvement plans. The principal plays a vital role in the continuous professional development of teachers as it reinforces a school culture that fosters collaborative learning between a teacher and a school. Cheng (2017) contends that CPD for teachers can be effectively inaugurated by school principals who serve as leaders and

role models for the lifelong learning of teachers, fostering and nurturing the professional relationships between teachers and school management.

Cheng and Ko (2012) affirm that school principals and leaders cannot solely rely on the bureaucratic management of the school for the active development of a developed teacher culture, but should instead captivate teachers by making use of a collaborative mutual approach to the continuous development of a teachers' professional competencies. Cheng (2012) contends that the management of CPD is essential as it relies on principals for the development and creation of a developing school system which is based on routine growth and managerial support that nurtures a collaborative learning process, thus ensuring regular attempts from teachers and academic staff to engage in professional development activities.

The South African Council for Educators (SACE, Act 31 of 2000) implemented the CPTD Management System in 2013, which is responsible for the development of teachers. Continuous Professional Development is presented in three forms. Type-1 development activities are implemented by the teacher and are tracked by the CPTD management system through the use of a Personal Development Plan (PDP) for each teacher. Type-2 development activities are school-initiated, which attributes accountability to the school for responsibility for the provision of necessary teacher development activities which aim to prepare teachers for their roles and responsibilities. Type-3 development is externally provided by a SACE approved organisation (CPTD Management Handbook 2012, 3). The literature of this study identified that the focus of school improvement lies in Type-2 school-initiated teacher development.

Du Plessis and Eberlein (2018) contend that the CPTD requires teachers to accumulate 150 development points over three years by engaging with the three types of professional development activities. Some activities can be engaged with by choice, whereas other activities are compulsory. Compulsory activities are found in the form of Type-2 school-initiated development activities. Du Plessis and Eberlein (2018) further contend that Heads of Departments (HoDs) have a more influential role to play in Type-2 development activities. Developmental activities provided by the school in Type-2 take the form of activities related to school meetings, social workshops and school projects.

This understanding of how teachers' CPD works and operates requires a better understanding of how the management of such a complex system has become a necessity for the success and fulfilment thereof. Nwite (2016) defines CPD management as the support provided to teachers which provides supervision, motivation and the intrinsic desire to engage in professional growth that, with time and dedication, as iterated by Akinfolarin and Emetarom (2017), would increase and ameliorate the development of teachers, achieving school objectives as set out in the SIP. The school principal and senior-level management hold the authority and leadership in the time of provision and management of teacher development support as well as the education of new and veteran teachers. Thus, permitting teachers to teach and enlighten learners in a professional manner, which provides growth to both the learners and the teacher, therefore instilling a positive attitude towards future development.

## **2.6. SUMMARY OF CHAPTER**

This chapter reviewed both international and local South African literature on teacher development activities provided by the school itself. Every country has a different methodology implemented to develop and evaluate their secondary school teachers. The use of appraisal systems purposefully aims to develop teachers and measure their professional performance. The literature has found that novice and veteran teachers need to be involved in professional development to sustain and improve their competencies to meet the challenges of education today. The professional development needs of teachers, differ from school to school, relying on the identified areas of attention in the SIP. The groundwork and foundation for the CPD of teachers work better if it is based on the shared and collaborative learning of teachers.

The next chapter focuses on the design and approach of research as well as the methodologies implemented in this study.

## **CHAPTER 3**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1. INTRODUCTION**

In Chapter 2, the researcher conducted a detailed and in-depth literature review on the professional development of teachers and the evaluation of their continuous professional development. In Chapter 2, the researcher highlighted aspects of teacher professional development and evaluation practices used to assess the performance of a teacher. Chapter 2 also focused on the implementation of distributed leadership to further enhance the grasp of professional development on a teachers' progression in a secondary government school.

In this chapter, the researcher explains the research methodology and design that is used to support the nature of teachers' engagement with professional development and evaluation. The research study is framed within an interpretive paradigm, which is important for providing a framework for the progression of the research. This chapter describes the specific research methods used for the collection of data as well as the analysis techniques that were used. Attention is given to the ethical considerations and the need to ensure the integrity of the study, including credibility and trustworthiness.

#### **3.2. RESEARCH DESIGN**

The research design refers to the set of methods and procedures used to collect and analyse data in research (Collins, 2010). Creswell (2012) defines it as the overall strategy a study incorporates to integrate different aspects of a study into a logical and coherent way. The research method in this research study is qualitative and includes instruments such as document analysis and semi-structured interviews. Qualitative research is primarily exploratory research. Collins (2010) states that qualitative research is used to gain an understanding of underlying reasons, opinions and motivations. Qualitative research methods refer to the use of exploratory methods such as interviews and observations to gain an understanding of underlying reasons,

opinions and motivations of a phenomenon. This qualitative study has an interpretive approach, relying on the subjective experiences of its participants explaining the phenomenon behind the understanding of teachers and how they perceive their own academic and professional development. The methods and data analysis of this research study refers to the strategies that the researcher made use of to collect, analyse and interpret the data and transform it into usable knowledge to achieve the outcomes of this research study.

Qualitative research, as defined by Creswell (2012), is known by its objectives and aims, which are connected to various perspectives of life and the methods and approaches used. This study would employ the use of qualitative research methods. Qualitative is advantageous for this study, as it captures people's experiences and creates an understanding of specific situations and the "why" behind them. However, it does have certain drawbacks to the use of this method as it is easy for the researcher to become biased in regards to the subjective nature of this approach. Atieno (2009) suggests that the most significant limitation of the qualitative approach in a study is that the findings of this study cannot be applied to more general and diverse populations.

### 3.2.1. An Interpretivist Paradigm

A paradigm or epistemology is defined by Creswell (2012) as general orientations about the world and the nature of research that a researcher holds. It has become the lens through which a person approaches knowledge in research. Creswell (2012) further states that a paradigm for qualitative research focuses on people's social construction of their ideas. This study uses an interpretive approach. Mack (2010) postulates that interpretivism emphasises the ability of an individual to interpret a phenomenon and use the interpretation to construct meaning. Mack (2010) defines interpretation as a way of understanding human meanings and their behaviour, in its natural setting, without interfering in the process. Mack (2010) further contends that interpretivism posits how research can never be objectively observed from the outside, but must rather be observed from the inside through the participants' own experience.

### **3.3. RESEARCH METHODOLOGY**

This research study made use of qualitative research methods to find and collect the most relevant data related to how teachers share their experiences and opinions related to the implementation of CPTD and the IQMS. Qualitative research methods carry an interpretive characteristic, allowing it to discover the meaning of research events. This study relies on semi-structured interviews that do not follow a formalised set of questions, allowing this study to ask questions related to teachers' experiences. This qualitative approach allows this study to collect direct knowledge in the form of historical data and form an argument that supports the findings and conclusions of this study.

According to Choy (2014), qualitative research ventures to discover and understand what is going through a specific person's mind, allowing the researcher to assess that persons' valued perspectives and opinions. This study was able to access the opinions and perspectives of its participants, thus enabling it to construct an understanding formulated on the expressed views and shared experiences of CPTD and IQMS implementation.

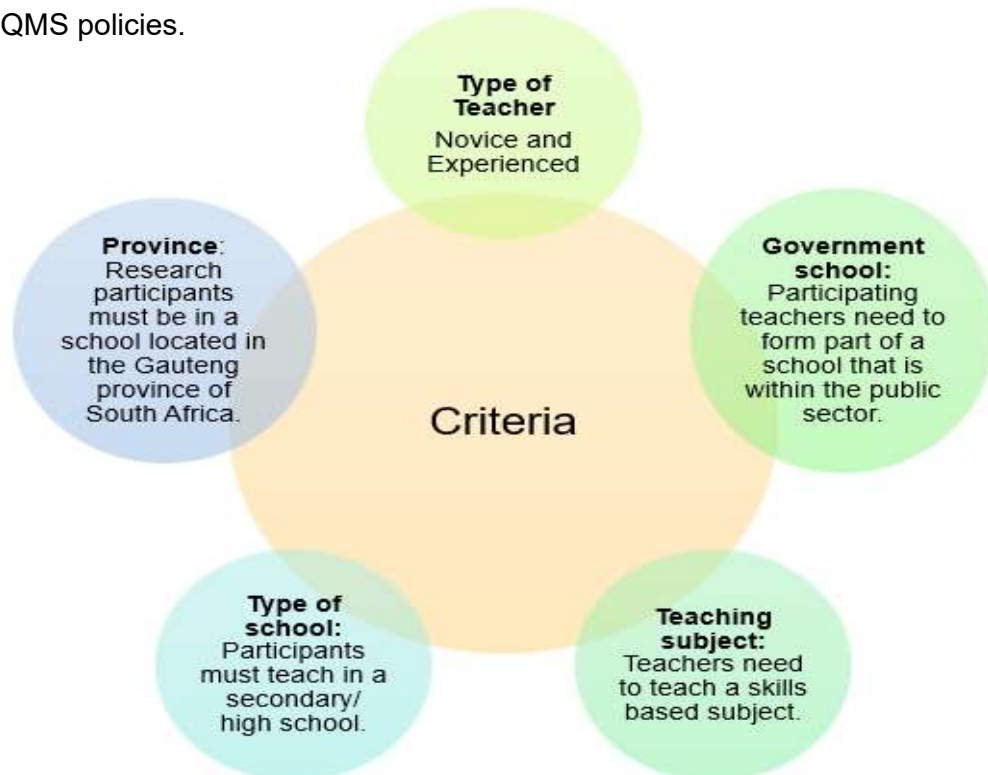
### **3.4. DATA COLLECTION**

Data collected in an interpretive study cannot be generalised, as information is gathered through capturing the opinions, causing the reliability of the data to be undermined and disregarded if it is generalised to a larger sample group. The use of interviews aids in understanding teacher experiences. Interviews can be vital as it produces a narrative and the story behind the data. Therefore, qualitative methods are used in this study as it provides the answers to the how and why of this study through data that was collected using semi-structured interviews from a sample size of 12 participants.

#### **3.4.1. Sampling**

The sampling of this study is reliant on the use of criterion sampling, relying on the use of pre-set criteria to find the most suitable sample for this study. The samples consisted

of groups of participants situated in different schools. The criteria enabled the researcher to select samples from a group of participants that volunteered to participate. Interviews were conducted with SMT members which included HoDs, deputy principals and two teachers from each school. Participants were selected from three public secondary schools in the Gauteng province. This study made use of criterion sampling to find schools that were willing to participate. Interviews conducted with SMT members had the purpose of determining the planning and implementation of Type-2 activities and teacher interviews to capture their experiences over the past eleven years since the CPTD and IQMS implementation. After interviews, a document analysis along with a Professional Development Policy analysis from each school was conducted to triangulate and validate the findings. Interviews proved to be the most usable and straightforward to collect data for this qualitative study as it allowed the researcher to gain access to first-hand teacher opinions and experiences. This study made use of semi-structured in-depth interviews. Choy (2014) illuminates that semi-structured interviews allow the researcher to explore the participants' accounts and experiences related to a particular topic. Semi-structured interviews were used to construct a narrative for teachers' perceptions of the implementation of both the CPTD and IQMS policies.



**Diagram 3-1: Selection Criteria for the study.**



The sample of twelve was selected based on the use of criterion sampling (diagram 3-1). Four participants from three secondary schools were selected, which consisted of two teachers comprising of a veteran and a novice teacher plus two SMT members.

The purpose of the use of criterion sampling is to ensure that this study could collect rich data which is detailed and closely related to the research problem. A sampling method that allows the selection of a sample to match the needs of the research study. The use of semi-structured interviews ensures that the study obtains participants' informed answers to identified problems. Semi-structured interviews guide the interview process, thus preventing vague and incoherent responses.

#### 3.4.2. The Role of the researcher

Nieuwenhuis (2013) posits that a qualitative researcher is perceived as the research instrument and the researcher's subjectivity plays a vital role in the data collection process. This research study allowed the researcher to engage with teachers and members of the SMT to gain a comprehensive understanding of their experiences. Creswell (2012) refers to the relationship between the participant and the researcher when maintaining that individual aspects are obtained and understood through the interaction between researchers and participants. This implies that there is a strong notion of trust in the relationship as the study relies more on the participants and their responses. The researcher analysed the data to establish trends or commonalities from the findings. The identified trends were used to inaugurate a framework against the recommendations that could be made for the consistency and efficacy of CPTD and IQMS.

The primary task of the researcher was to acquire an in-depth understanding of the experiences of the participants. The researcher encouraged honest participation of teachers and SMT members, assuring them of confidentiality with which their responses would be analysed and managed.

### **3.5. DATA GATHERING TECHNIQUES**

The data in this study is collected through the use of semi-structured interviews and document analysis.

### 3.5.1. Interviews

Qualitative interviews form an effective and efficient instrument to be used for a researcher to gain access to participants' perceptions. Heilmann (2018) defines an interview as an inquiry-based, purposeful conversation between two or more individuals. Heilmann (2018) further contends that interviews are one of the most useful techniques used to gather a large amount of data, specifically historical data, in a short period. Semi-structured interviews have been used for this study as a data collection method because it enables the participants of this study to share and discuss their perceptions, allowing the researcher to interpret their views of CPTD and IQMS. The interviews conducted allowed the researcher to construct an argument that is based on how teachers experience the implementation of CPTD and the evaluation of the IQMS. The interviews captured the roles of SMT members and their influence on the CPTD school-initiated type-2 teacher education. This study used semi-structured interviews to collect data from the twelve participants consisting of novice and veteran teachers as well as SMT members. This study uses interviews as a method for collecting data by asking questions and recording answers from each participant respectively. The questions used for this study's interviews were semi-structured to allow for a discussion between the interviewee and interviewer.

The interviews were scheduled based on the participants' availability, and all preparations regarding the process of the interviews were made well in advance of the interviews. Permission was obtained from the principals of each school for the use of school facilities during the conduction of the interviews. The participants were invited to form part of this study through invitational letters, and their anonymity was assured through signing a consent form, an agreement between the researcher and participant. Each interview was scheduled to last thirty minutes. The first participants to be interviewed were the novice teachers, followed by the veteran teachers and then the SMT members. The use of a recording device was employed with the participants' consent to record the interviews to ensure that the researcher could accurately transcribe the interviews.

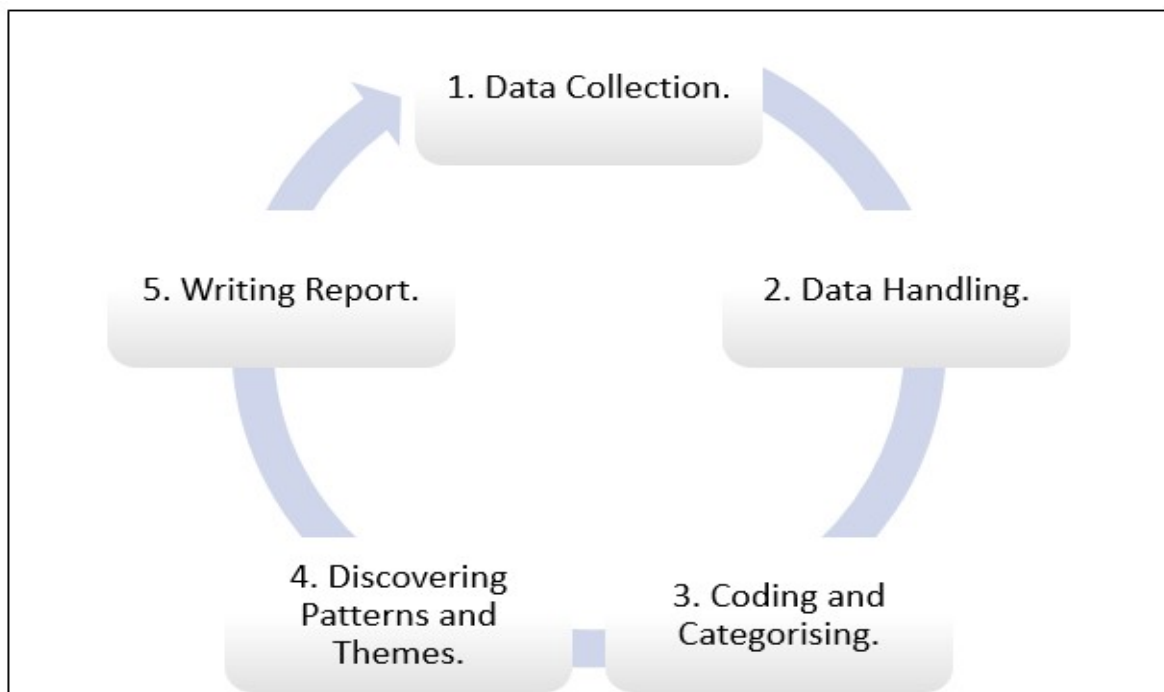
### 3.5.2. Document Analysis

Documents are private resources and school property, and it was therefore, for ethical reasons, necessary to ask for permission from the District Head of Schools for access to these documents, as they would provide insight and assist in the formulation of the

narrative and interpretation of this study. The school documents included the SIPs collected to analyse. Other documents included open access resources such as the SACE CPTD System Management Handbook and the ELRC training manual on the IQMS.

### 3.6. DATA ANALYSIS

Data analysis is based on interpretative philosophies to help make sense of the data that was collected. For the analysis of this data, the researcher made use of a deductive approach towards the data as this study makes use of its research questions to categorise the data and then look for commonalities and differences through means of data coding. The interpretive paradigm is seen as the most appropriate. Collins (2010) states that because data that is generated through the means of interpretivism studies, it might be associated with a high level of validity. Data gathered from an interpretive paradigm tends to be trustworthy and honest. Mack (2010) supports this, stating that interpretivism emphasises the ability of the individual to construct the meaning of the given topic of research. The following figure depicts this data analysis procedure.



**Diagram 3-2: The data analysis process.**

Creswell (2012) and Nieuwenhuis (2013) suggest that coding from hard copies would have been easier for a novice researcher before moving over to electronic methods. Although this was a rigorous process, it gave the researcher an idea of the type of themes and sub-themes emerging from the data. Collins (2010) maintains that a researcher should look for repetitive ideas and information in the codes that possibly form a category and then be constructed into themes. All of the codes discovered were colour coded and after a thorough investigation of these codes, the researcher discovered the categories and themes in which these codes could be allocated.

### **3.7. VALIDITY AND RELIABILITY**

Fendler (2016) characterises the relationship between validity and reliability as one that is empirical. Fendler (2016) states that the stronger the grounds for validity, the weaker the grounds for reliability and vice versa. Smith (2018) contends that validity and reliability are essential in research as it is a vital instrument used to evaluate research.

#### **3.7.1. Validity**

Validity is a multiplex concept as it has many different understandings that activate and cause uncertainty and discussion in literature today. El Imane (2013) sees validity in two different perspectives, the one that defines validity as an act of measuring what it is intended to measure, and the other as a relationship between the test results and what the test measured. In this study, there were two separate forms of validity present: internal and external validity. Content validity, formerly known as internal validity, is linked to the content and characteristics of the participants and their responses in the interviews. The content validity of this study is purely conceptual and hinged on the participants' responses to decide and regulate the expanse to which it constitutes the skills, knowledge, and abilities that it sets out to assess and determine. The next is external validity, which is mostly present in qualitative research in the form of transferability. Tuck and McKenzie (2015) asserted that validity attains results that accurately and precisely represent the concepts they are intended to measure. Validating qualitative data would require that this study relies entirely upon honesty,

depth, and richness of the data that is collected, the use of triangulation and the objective of this study.

#### 3.7.2. Transferability

In research terms, the act of transferability is a reference to the standard of which the outcomes of a study can be transferred to other situations and similar contexts. Hagood and Skinner (2015) contend that for research that is qualitative in nature, it is vital to ensure the descriptions and details given are clear, concise and detailed to ensure that those studying the research can determine for themselves whether or not the findings of this study can be generalised to other situations. Ensuring the transferability of this study would require this study to provide data that is sufficient and rich. Rich data, such as how schools implement type-2 school-initiated CPTD, is vital to this study.

#### 3.7.3. Reliability

According to Smith (2018), reliability is the process of assessing a precise applied technique and whether it yields the same results each time it is applied. In this qualitative research study, dependability and confirmability were reflected upon to ensure the reliability of this study.

#### 3.7.4. Dependability

The dependability of this study is based on ensuring that if this study was conducted all over again from the start, it would yield the same findings and conclusions made in this study. To ensure the dependability of this study, the researcher has employed the assistance of an external auditor who can analyse the data through the use of interview questions, interview transcripts, interviewee lists and extra notes and documents used during the collection and analysis of data. The external auditor was able to acknowledge the findings and support the conclusions made in this study.

#### 3.7.5. Confirmability

The confirmability of this study refers to the research findings that are related to the focus of this study and that no findings were constructed based on the bias of the researcher. The researcher protects this study, which may have been influenced by

the researcher. The findings of this study and views expressed are a direct representation of the participants in this study and not the views of the researcher. To prove confirmability, a data audit can be conducted examining the data collection and analysis procedures, thus developing judgements about potential bias or distortion.

### **3.8. ETHICAL CONSIDERATIONS**

The ethical consideration for this research study is based on ensuring the consent of the participants during the interview and analysis process as well as confidentiality, as it might be delicate and sensitive for individual participants to share experiences that might create distress or anxiety. As part of keeping to the ethical considerations of this investigative study, the sample remained anonymous as part of a pre-set agreement between the interviewee and interviewer to protect the participants and their identities.

The researcher of this study considered the following aspects to be kept in mind throughout the research; voluntary participation, informed consent, confidentiality, anonymity and the freedom to withdraw at any time without any ramifications or reasons.

#### **3.8.1. Ethical Clearance**

Ethical permission was sought from the Gauteng Department of Education to conduct interviews with school management and teachers. The researcher also had to apply for ethics approval from the University of Pretoria to conduct field research.

#### **3.8.2. Voluntary Participation**

The term voluntary participation concerns the idea that participants actively involve themselves in a research study without being pressured or forced to do so. The sample of participants in this study voluntarily agreed to participate in this study. The participants were selected and invited to participate in this research study. Permission letters were also sent to school principals for the conduction of interviews.

#### **3.8.3. Informed Consent**

Informed consent is a voluntary agreement between the researcher and the participant to participate in the research. Smith (2018) contends that informed consent is the process whereby participants are made aware of the procedures and risks involved in

the study and as such is a necessary protocol that participants give their consent to participate in the research study. To ensure participant consent, the researcher scheduled a meeting with the participants before the interviews were conducted to make the sample of participants aware of the nature of the study, its purpose and that they were free to withdraw from the study at any time without prejudice. Participants also signed a letter confirming their consent to participate in the study.

#### 3.8.4. Confidentiality and Anonymity

Confidentiality refers to the respect the researcher shows for participants' privacy. Lancaster (2017) contends that the conceptual understanding of confidentiality is associated with anonymity in the sense that anonymity is the backdrop in which confidentiality functions and operates. Lancaster (2017) affirms that anonymity and confidentiality are co-existing in research, insofar that anonymity with confidentiality ensures that participants cannot be identified from the research and vice versa. Confidentiality in research suggests that the private and personal data of this study's sample are not made available or reported upon in the study. The data collected related to the participants are stored in password-protected folders on cloud databases and personal computers. The names of the participants and their schools were not mentioned in this study. The participants of this study were assured of the confidentiality and anonymity of their participation.

### **3.9. TRUSTWORTHINESS**

LaBanca (2010) states that it is only through means of trustworthiness in a study, that it can ensure a well-founded elucidation of data in the means that it refrains from using falsified or erroneous information, which was ensured in this study through the use of member checks and searching for disconfirming evidence. LaBanca (2010) defines credibility as the measurement of the value of truth in a research study and is aimed at having an adequate engagement in the research setting so that recurrent patterns in data can be appropriately identified and verified. Transferability in this research is in the audio recordings as well as full transcripts of the interviews conducted. Reliability is based on the speculation of test-retest. Hogg (2008) labels it as the responsibility of

describing the changes that occur in the setting and how these changes affect the way the researcher approaches the study.

### **3.10. LIMITATIONS**

Although this study is aware of the document served by the ELRC (Collective Agreement 2 of 2014), which indicates a shift from the Integrated Quality Management System (IQMS) to the Quality Management System (QMS) for school-based educators, this study is limited to the current data available on the existing IQMS practises according to the ELRC Collective agreement 8 of 2003 which implemented the IQMS in 2005.

The Collective Agreement 2 of 2014 calls for a change in the IQMS to be rebranded to the Quality Management System (QMS) to enable a range of diverse quality management systems to inform and strengthen one another as well as to avoid unnecessary duplication to optimise the use of human resources defining the relationship among different programmes (ELRC 2014).

The findings of this study cannot be applied to all areas of education, as it only represents the experiences of a limited sample of teachers in the Further Education and Training (FET) phase in Gauteng high schools. The study focuses on teachers from a sample of public schools in Gauteng and is not representative of all primary and other high schools. However, their experiences of CPTD does add a unique perspective on policy implementation.

### **3.11. SUMMARY OF CHAPTER**

This chapter discussed the methods employed to collect and analyse data from the participants and selected schools. The chapter illuminated the details related to the methods, approaches, and samples in detail. It also explains the validity and reliability of this study.



## **CHAPTER 4**

### **DATA ANALYSIS AND DISCUSSION**

#### **4.1. INTRODUCTION**

This chapter introduces the findings on how post level 1 educators experience and understand the implementation of school-initiated type-2 professional development programs as well as how SMTs perceive their influence in the implementation of school-initiated continuous professional teacher development. The findings made were based on the experiences and views of both teachers and SMT members from secondary schools based in the Gauteng Province of South Africa. The interviews conducted with the various participants were transcribed to identify themes for data coding, thus allowing for data interpretation. The sample included veteran and novice teachers as well as several SMT members from three secondary schools in Gauteng. The SMT consists of deputy principals and heads of departments (HoDs). For further analysis, policy documents on the Integrated Quality Management System (IQMS) and Continuous Professional Teacher Development (CPTD), as well as SIPs, were collected.

#### **4.2. RESEARCH SETTING AND PARTICIPANTS**

The participating schools selected were public secondary schools in the Gauteng East District. The participants from the three participating schools in total consisted of six teachers who ranged in experience from novice to veteran and of six SMT members, three of whom were deputy principals and three of whom were HoDs.

#### **4.3. DESCRIPTION OF SEMI-STRUCTURED INTERVIEWS**

The researcher refers to the participants as teachers that are both novice and veteran as well as school management members that are deputy principals and heads of departments. Novice teachers will be referred to as Nov1, Nov2 and Nov3. Veteran

teachers will be referred to as Vet1, Vet2 and Vet3. SMT members such as the deputy principals are referred to as DH1, DH2 and DH3. Finally, heads of departments will be referred to as HOD1, HOD2 and HOD3. Participants are given these pseudonyms to protect the anonymity of the participants and the school. All participants consented to participate in this study. The researcher obtained informed consent from all participants on a signed agreement without any duress or intimidation. The researcher contacted each participant that was willing to participate. The appropriate time was scheduled at their convenience without affecting their working hours and responsibilities.

The semi-structured interview was held with the teachers in their classrooms and the SMT members in the boardroom, and these venues were selected by the participants as it was most convenient to them. Before the interview began, the researcher ensured that all ethical criteria were met by ensuring that participants do not mention the names of teachers or schools. The researcher inquired if the participants would be comfortable to be audio recorded using an audiotape recorder. All of the participants agreed to be recorded and to the anonymity of the interview. It was observed that the participants felt positive about sharing their opinions with the researcher. The researcher observed that participants were relieved to share their perceptions on the matter of Type-2 teacher development activities because they were aware of the changing nature of learners and how it is required for teachers to never stop adapting. The use of semi-structured interview questions were useful in guiding participants to respond to various issues related to the nature of this research study. The questions also provided insight into how teachers adapt and improvise in their development.

#### 4.3.1. Profile of participants

##### 4.3.1.1. Nov1

Participant Nov1 is a 26-year old male entry-level teacher with nearly three years of teaching experience, teaching history and geography. Nov1 teaches senior phase in a public secondary school in the Gauteng East District. Nov1 was already exposed to an extensive understanding of the implementation of CPTD and IQMS, and he believes that the *“IQMS focuses on the core foundations of being a teacher in terms of administration in the classroom environment, however, it does not adequately deal*

*with real-world teaching and the practice of teaching in terms of how prepared a teacher is and where they can look for improvement".*

#### 4.3.1.2 Nov2

Nov2 is a young female teacher with more than five years of teaching experience in a secondary government school. She has been teaching mathematics to senior phase learners for nearly five years. She strongly believes in the development of teachers as she considers they *"needed to improve ourselves and to give the best to our children"*. She is in the process of continuous development to give learners the best possible teacher.

#### 4.3.1.3 Nov3

Nov3 is a female teacher with more than five years of teaching experience. She first started working as a tutor at a mathematics centre after which she discovered her passion for working with children. Promptly after completing her studies, she started working at a secondary government school teaching accounting to senior phase learners. She exposes herself to various and continuous opportunities for development as she teaches her students to improve based on her desire and willingness to never stop learning and continuously develop.

#### 4.3.1.4 Vet1

Vet1 is a 49-year old experienced female teacher in a secondary government school with nearly 27 years of experience in the field of Tourism and Geography. She firmly believes that the IQMS *"needs to be managed finely. I think they need to re-evaluate the purpose and the moment we redefine the purpose I think that teachers will know what the outcome is"* as teachers do not fully understand the purpose of the appraisal of the continuous development of teachers.

#### 4.3.1.5 Vet2

Vet2 is considered to be a veteran experienced female teacher with more than 36 years of teaching experience. Vet2 has been teaching a language-based subject for most of her life. It is observed that Vet2 sees CPTD and IQMS as positive because as soon as *"there is uncertainty regarding your subject area, it causes you to be unsure in your class and that you cannot give the correct teaching. So, for me, it is very*

*positive that there is a development and that we, professionally, are empowered to do the right things in our teaching of our students".* Vet2 believes in the continuous development of teachers, especially in a language-based subject.

#### 4.3.1.6 Vet3

Participant Vet3 is an experienced 37-year old female teacher, teaching mathematics to grade 12 learners. Vet3 is observed to be involved in and opinionated about the development she receives from her school. She states that "*in your field that you teach, you have to constantly keep up with technology and when the curriculum or syllabus changes, you've got to keep up*". Vet3 believes that just as the content which you teach your learners changes, so too is it expected of teachers to adapt their teaching abilities and methodologies to keep up with the new trends and skills in knowledge.

#### 4.3.1.7 HOD1

The participating head of department known as HOD1 is a female language teacher in a secondary government school educating grade 10 to grade 12 learners. She has 25-years of teaching experience with knowledge of educational psychology. She is characterised as being actively involved in the development of her teachers. She is the head of the department for a language subject with more than eight teachers under her supervision. She believes that the CPTD received does not prepare teachers for their evaluation. HoD 1 claims that there are many development opportunities provided, however, it does not prepare the teacher for what they will be facing in the classroom.

#### 4.3.1.8 HOD2

Participant HOD2 is a female teacher with more than 30-years of teaching experience in secondary schools. She is experienced in applied linguistics and working as a teacher in a secondary school, she has worked her way up to be the head of the department and oversees the IQMS at her school. She sternly believes in the development of teachers by continuously looking for development opportunities, be it from the school itself or provided from unions or bodies outside of the school. She believes that if she ensures that there are sufficient development opportunities for teachers, then they will eventually develop to a point they believe themselves to reach. HOD2 makes use of a personal growth plan to determine where and what her teachers require development in.

#### 4.3.1.9 HOD3

Participant HOD3 is an experienced female teacher as well as the English head of the department. She has 38-years of schooling experience with various training in her field of specialisation. HOD3 conveys the understanding that the CPD of teachers is considered to be something about more than just essential documents and salary increases or performance standards, it is *"that you realise that it is not about the paperwork, it is not about money, it is about you constantly having the motivation to improve, constantly improve and constantly improve, fine-tune constantly. It is about a bigger purpose"*. HOD3 has been actively involved with the rest of the SMT to develop a standard for their school to create a benchmark, to know what is expected of a teacher and how to perform. HOD3 works adamantly towards the improvement of her staff and the full development of the school.

#### 4.3.1.10 DH1

Participant DH1 is a participating female school deputy principal at a secondary school in the Gauteng District with more than 33-years of experience. She first worked as a teacher teaching language, thereafter moving towards becoming a HoD and then finally becoming the deputy principal of one of the participating schools in this research study. DH1 is responsible and in charge of the whole school's performance management and the development of the staff, while at the same time teaching language. DH1 focuses on encouraging her teachers to develop more, for she believes that *"the fact that we have to QMS with the points, it is evident that you are being encouraged"*. DH1 makes use of the CPTD points to stress the urgency for teachers to engage in development practices and opportunities.

#### 4.3.1.11 DH2

DH2 is an experienced male teacher and deputy principal at a macro performing school in the Gauteng East District. He is not only a teacher and head but also the head of sport and development of school learners and the boarding school. He has been in the secondary schooling sector for more than 30 years. DH2 is considered to be very active in the development of his staff as he provides various opportunities for their development and it is understood that he never turns down any opportunity a teacher has sought to use as development, as long as the teacher can use it to improve their role as a teacher.

DH2 makes use of the needs of both the school and the staff to decide what development a teacher requires to keep up with the changing knowledge. DH2 states that they look at the needs of the school and then decide on what development is required. *“In the real world, you would go back to the IQMS and see what, what type of development needs there is. That is the first step, I think. Nevertheless, in a fully functioning school like this, I think you have to have to set your own development goals”*. Participant DH2 clarified that at his school they prefer using a needs analysis to determine what development their teachers need.

#### 4.3.1.12 DH3

Deputy Principal DH3 is a veteran female teacher and is responsible for the development and enrichment of teachers. She is an information technology teacher with more than 25 years of experience. Her role as deputy head of teacher development and enrichment is to grow and support the development of the staff at her school. She is the main person responsible for the CPD of teachers and the implementation of the Integrated Quality Measurement System. DH3 strongly believes in the principle of "learning what you love" and makes use of a personal growth plan of both the teacher and the school to decide how to further develop her staff. DH3 depends on the personal growth plan of the teacher and the feedback of her HODs to help create the following years' development plan.

## 4.4. DATA ANALYSIS

The analysis of data collected demands the interpretation of data. To analyse the data collected through the use of semi-constructed interviews, the interviews that were recorded in verbal format were transcribed into text. Once the data had been transcribed, theming and coding took place to uncover themes present in the collected data. The data was coded and themed by organising participant responses into groups that share similar ideas, themes, and concepts. The recently attained data was juxtaposed with current and existing themes from the literature study. The document analysis of schools' CPTD policies involved the comprehension and discovery of the roles and responsibilities of SMTs when administering type-2 CPTD development activities.

After each semi-structured interview was conducted, the interview was transcribed directly from the notes and the recording of the interview. The transcription process was done immediately after the interview, ensuring that the data collected was correctly captured and as accurate as possible. The researcher thoroughly read through each interview transcript more than once. The researcher processed and strained each interview to find and discover any unique contributions that the participants provided. Similar responses and issues were analysed together to create themes that were then used to organise participants' responses. Each theme was structured and categorised to have sub-themes used to provide structure and format to the data and then used to conduct a thematic analysis of the data. The themes were investigated against the information provided by the theoretical framework. The themes and sub-themes are discussed in Section 4.5.

#### 4.5. RESEARCH RESULTS

The following table indicates the codes used to reference the participants:

<b>Participant</b>	<b>Code</b>
Novice Teacher 1	Nov1
Novice Teacher 2	Nov2
Novice Teacher 3	Nov3
Veteran Teacher 1	Vet1
Veteran Teacher 2	Vet2
Veteran Teacher 3	Vet3
Head of Department 1	HOD1
Head of Department 2	HOD2
Head of Department 3	HOD3
Deputy Head 1	DH1
Deputy Head 2	DH2
Deputy Head 3	DH3

Table 4-1: Participant Codes

As the data was analysed, several themes emerged, of which five main themes were highlighted. These themes and their sub-themes are discussed below.

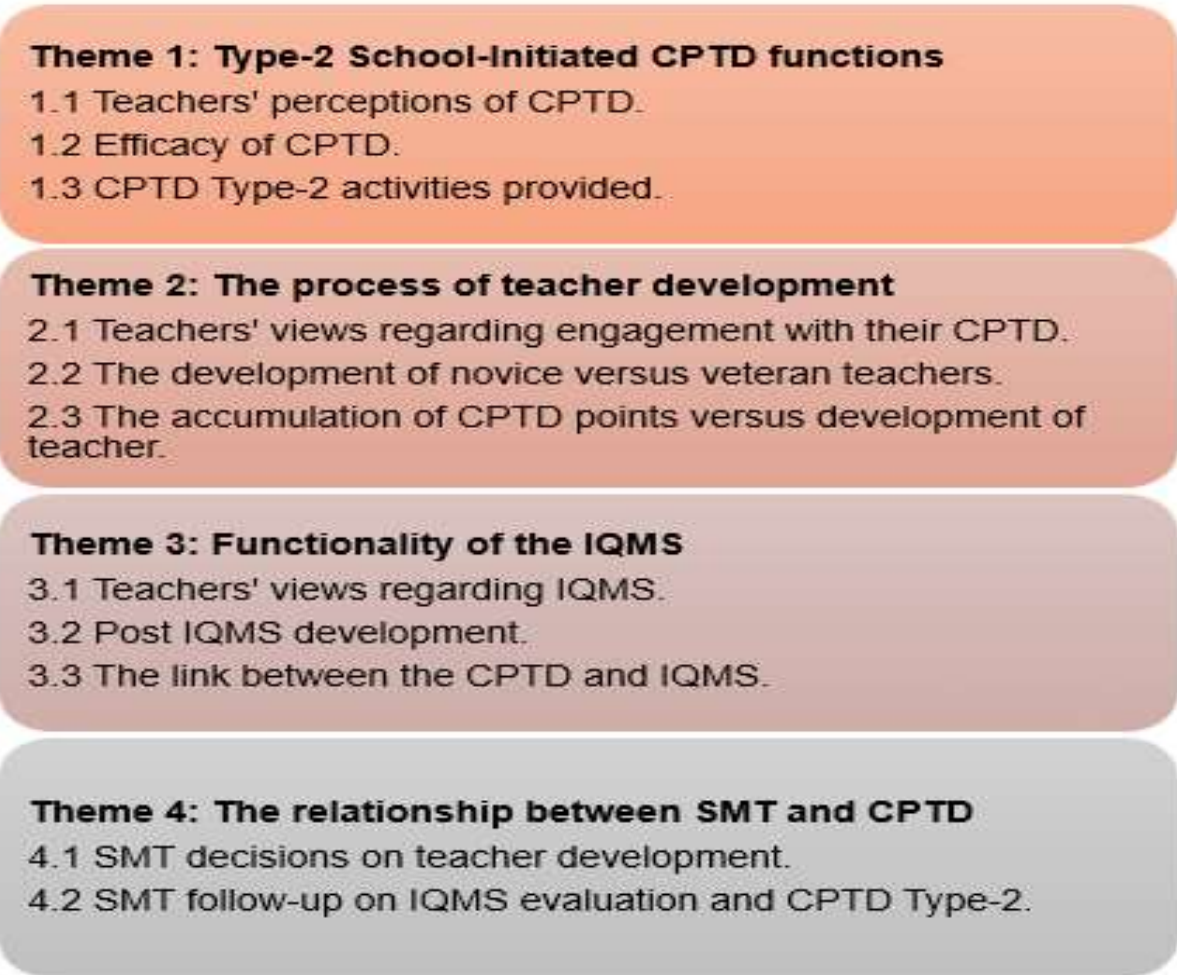


Figure 4-1: Themes and Sub-themes

#### **4.5.1 Theme 1: Type-2 School-Initiated CPTD functions**

##### *SUBTHEME 1.1 Teachers' perceptions of CPTD*

Perceptions of CPTD, as viewed by teachers, have been relatively diverse from school to school. Teachers believed CPD of teachers to be something that either improves them or forces them to adapt their methodologies of how they teach. Nov1 expressed the idea that although the CPTD is lacking in its ability to be effective, it is still necessary to ensure that the learners in front of you are continually learning and developing.



*"The learners you teach are constantly changing from year to year, so our teaching needs to be able to adapt and change with those learners to best and maximise the abilities of the learners in front of us. To halt in your development would only prove to disadvantage the learners which you are teaching."*

Vet1 continued the belief that PD is necessary to change not only methodologies of teaching, but also a teacher's behaviour towards teaching and what methods can be implemented in teaching.

*"A person needs to grow because there is so much more out there that we do not know. I have not learned enough about my subject field, so I cannot say that I know enough. Every day is a learning curve, and every day there is something new out there. Moreover, because we are stuck in our little sphere here, the world is a big... big... biggest sphere. So, why wouldn't I want that? PD must continue till the day you close your eyes."*

Participant Nov3 believes that she cannot teach her students to be better and improve if she cannot be better and improve herself.

*"I believe I can't teach my children to be better than the norm if I do not try to be it myself. I encourage it a lot."*

When comparing the findings of the data discovered in the interviews to the responses of the participants it has been found that continuous professional teacher development has quickly become a primarily considered element for the transformation and improvement of schools. CPD of teachers has attracted the attention of governments and that especially of policy-makers; specifically, in South Africa.

### ***SUBTHEME 1.2 Efficacy of CPTD***

CPD enables teachers to improve who and what they are, not only in school culture but also individually. CPTD has been considered to encourage people and indicate what areas a teacher needs improvement in. Participant Vet3 contends that:

*"Firstly, it gives me much self-confidence. Secondly, with my years of experience, it makes me capable to mentor less experienced teachers. That is something I enjoy. I like investing in younger teachers."*

The researcher believes that CPTD allows a teacher to be mentored into something better as well as to mentor other younger and less-experienced teachers. Literature supports this claim which means that the policy procedures such as the CPTD and the IQMS can be used to ensure that the evaluation of teachers is adequate for the improvement of classroom learning and ultimately improve the outcomes of learner academic development. Alexiou-Ray (2015) argues that teacher professional development is one of the most used, and therefore the most effective method for affecting the quality of teaching and improving learner development. Stewart (2014) has constructed an understanding where it is understood that activities and events of professional development are essential in the preparation and quality improvement of teachers.

### *SUBTHEME 1.3 CPTD Type-2 activities provided*

The efficacy of continuous professional teacher development has been a vital aspect of this research study. It is the aspect of which this study strives to provide meaningful contributions to the field of teacher development. Participants provided the researcher with adequate data to support the argument that teachers need continuous professional development to cope with the daily responsibilities that hinder the roles of teachers. It can be considered that teachers receive enough learning opportunities for teachers to develop and improve their skills. Participant Nov2 stated that she received development that was provided to her on many occasions. Data confirmed that teachers are provided with sufficient opportunities, however the quality and the nature of the professional development they receive are of poor quality. Nov2 contends that as a teacher, she feels that not all of the workshops attended are useful, but might be considered adequate.

*“that which the school arranges is effective. The ones that the Department offers, like grade 8 and 9 one, was not at all beneficial. I did not learn anything there. It just wasted my time. I could have rather have researched something myself. Uhm, I think the school does good research into what we want and that it is good training. Moreover, those that I go to at the VAW; that is always good training. Uhm, the Department's training, I have to say, if there is a SACE course there too, it is not very effective. External, other courses are a lot more effective.”*

Participating teacher Nov3 supports this claim about sufficiency, however they are not efficient, as she has experienced the sufficiency of CPTD activities as inefficient since it did not teach the teachers anything useful.

*“But it is just as well they have not been sent because the implementation thereof is not done correctly. Alternatively, they choose not to implement it correctly.”*

However, despite the findings in recent interviews with participants, the CPTD Management System Handbook (2013) contends that teachers need to continuously renew their commitment to their profession, to express their pride in its ideals of service and their dedication to learners’ development. According to the SACE CPTD Management System Handbook (2013), teachers will be provided with opportunities to develop themselves to meet the outcomes as set out in the CPTD handbook, however, recent findings contradict the functions of the SACE, as both participants Nov2 and Nov3 have experienced CPTD to be somewhat ineffective, and in other instances not implemented correctly, therefore leading teachers not to develop as they should be developed.

Literature confirms that sufficiency as well as the efficiency of teacher development are what is required to increase the abilities of teachers and their ability to adapt to the changing learning environment in which they teach. Kennedy (2016) proclaims that professional development initiatives are rarely designed based on how teachers learn, but are preferably constructed based on the assumption that effective and efficient teaching emanates from hegemonising prescribed skills. Trust, Krutka, and Carpenter (2016) assert that traditional efforts of professional development for teachers could not recognise the needs of teachers in the classroom. According to Darling-Hammond (2009), many teachers assume that the available professional development is not helpful or worthwhile to them as it does not meet their professional needs. Opfer and Pedder (2011) characterise CPD as narrow-minded, disconnected and complex concerning the professional needs of teachers.

## 4.5.2 Theme 2: The process of teacher development

### *SUBTHEME 2.1 Teachers' views regarding engagement with their CPTD*

Teachers are responsible for identifying their personal development needs and determining personal areas of improvement. When participating teachers were asked what they decide to learn or how willing they are to learn and improve themselves, all of the participants considered themselves to be a seven or eight on a sliding scale of one to ten. This provides the understanding that teachers have the desire and willingness to want to learn and develop themselves. Participant teacher Nov1 contends that self-development aids him in improving himself.

*“Self-research and self-improvement along with the assistance of things like CPTD and to a small degree IQMS.”*

Participant Nov3 stated that CPTD and IQMS enabled the teacher to change and adapt their teaching methods to accommodate the learners in his class. Despite this, participant Nov3 has the desire and need to be developed.

*“I have not been sent on a course yet. I have only had contributions from other teachers, I have to say I feel that I need to attend something, I feel I've got the free will to say to the management, I feel, please send me on a course. I feel comfortable doing it, and I think the relationship that there is with the management and with some of the teachers, they will know, they would know when to ask you whether you need help or not. So, for myself, I have not felt the need to attend courses outside the school to improve my teaching-self, perhaps later? Remember, I am learning now from what is around me, near me and I think, I believe I'll get to a place where I want to see more, and then I'll myself, try to make a plan to attend something outside the school to improve myself.”*

Participating teacher Vet2 shared her opinions on teacher development and the desire to be educated. Teachers engage in Personal Professional Development based on that which they do not know or when they have doubts in their field of teaching. Educating yourself to remove those doubts would count as professional development because then you are developing what you know and what you can teach again.

*“Well, if I realise there is something that I am unsure about, uhm... I will research it or ask or enquire where I can find out about it. That will be if I pick something*

*up in a newly prescribed book and we work with it – we get study guidelines. We might be unsure about symbolism or something that is not clearly stated, then we will start researching it. It is something you put back into the children. You cannot stand in front of a class and admit that you do not know what they are talking about in a book. So, if I see that I am unsure about something or I do not feel 100 % sure, then I will research it."*

Literature confirms that teachers need to have the desire and want to learn, for this shows how a teacher will be invested in his or her learning. Investment in their development will yield greater rewards if they have a greater desire for learning and self-development. Nwite (2016) defines CPD management as the support provided to teachers which provides supervision, motivation and the intrinsic desire to engage in professional growth that, with time and dedication, as asserted by Akinfolarin and Emetarom (2017), would increase and ameliorate the development of teachers. Akalu (2016) affirms that CPD has been positioned as the inverse of the current modal value for professional development programs and therefore contrives the intention of teachers becoming lifelong learners through networking and development programs.

Although recent findings compared to literature proves that teachers do have the desire to learn and develop and improve on their skills and abilities, it has been found that teachers are not provided with the education they need to satisfy their desire for development, as they do not receive satisfying opportunities for development.

### *SUBTHEME 2.2 The development of novice versus veteran teachers*

Development programmes should not be pushed aside by veteran teachers as it is regulated by various policies that are set in place for the sole purpose of teacher improvement, policies that are regularly updated to keep teachers' development up to date with the changing development conditions and help veteran and novice teachers to develop and increase their current skills and abilities. With this in mind, recent findings confirm the notion that education and development of teachers are provided based on the analysis of which teachers will benefit most from the training provided. When in an interview, questions related to novice and veteran teacher education were asked to the participant that formed part of the SMT as the researcher believed that

these participants would have more knowledge to contribute to this theme. When asked how the SMT decide on what education to provide to which teachers, DH3 had the following to say,

*"Uhm, we will look who has not been on a course in a while. Who has the greatest need to go, in terms of development? It is also about the need, and as I have said, the departmental stuff happens all the time and the internal stuff also happens all the time. Our subject meetings are also considered a training opportunity for everyone."*

Contrasting what DH3 said, participant HOD1 from a different school highlighted that training should be provided more for the younger novice teachers as it is easier for them to adapt and change their methods

*"Yes, perhaps for the younger, less experienced teacher, yes."*

Participant teacher DH2 stated that their school prefers to focus more on the novice teachers as junior teachers require more attention on the necessary skills and abilities that veteran teachers have already developed. DH2 contends that they focus more on novice teachers to ensure they have the necessary tools to start teaching in a class at a secondary government school.

*"If you are a new teacher or intern teacher, Uhm, and the SMT sees something that they need to know, we send them. For instance, we sent some of the new teachers who were getting more responsibilities, to a course on disciplining or whatever that is provided by outside service providers. So, in this school, we will focus on the new teachers and the old ones. However, it is difficult to change old or more senior teachers' perceptions."*

The researcher has found that the majority of SMT participants consisting of Deputy Heads and Heads of Departments differ from school to school. Powers, Phillips, Kaniuka, and Cain (2016) argue that it is mainly the need for veteran teachers to participate in CPD as it maximises expertise and competence. Veteran teachers should not withdraw themselves from CPTD activities, as they can still develop and refine their skills and abilities, which can then contribute towards the learning environment of other teachers and learners. The literature has found that teachers, novice and veteran, need to be involved in professional development, thus sustaining

and improving their competencies to meet the challenges of education today. Analysing recent data has found that although an individual teacher may be a novice, they might have specific skills which veteran teachers might not have; therefore, the development decisions should be based on the developmental needs of each teacher and not on the number of years of experience a teacher has accrued.

*SUBTHEME 2.3 The accumulation of CPTD points versus the development of the teacher*

The SACE administered the CPTD Management system, which is responsible for tracking the development progress of teachers and their development. The system was created and implemented to track the progress of teachers in three forms of development; Type-1, which initiates self-development for which the teachers themselves are responsible, Type-2, which is school-initiated development and provided by the school to develop its teachers for its needs and Type-3 development, which is provided by unions outside of the school. Teachers are encouraged to involve themselves in all three types of development to gather a minimum set of 150 points over the course of three years.

*"It cannot necessarily say that it is always the most useful information when it comes to the approach in the classroom."*

*"I feel that they provide me with the necessary activities to get my CPTD points, however, as mentioned before in terms of IQMS, which is in a different set of criteria."*

Participant Nov1 feels that the education he receives as a teacher which is provided by the school and external unions is not necessarily considered useful in enhancing the teaching in the classroom, but he has found it to be only under obligation and not opportunity.

When interviewed, another participant at the third participating school, participant HOD1, has found that education provided to her school by the school itself or external unions are not done so freely. Teachers are only developed to what benefits the school and not to the extent that benefits the outcomes of the SACE, or rather in terms of teacher development that is regulated by SACE.

*“We are not intent on that at all yet. Does it feel like it is still a bit vague to the staff? We had only started here with SACE last year. So, I do not think people realised, when pushed, that they have got to gain certain points. And that someone is going to come and look whether you have got it. I think then they will put more effort into it, but at the moment, it is just as if it does not matter to them.”*

Participant Vet1 stated that CPTD activities that she engages in feel as if it is merely just to accumulate the necessary SACE points, and there is no next step to follow-up whether or not the strategy or approach has worked and how much of the method or approach is successful.

*“It is a case that you have acquired the points, but is there feedback? Is there a continuous process where the staff is developed? No. So, if the individual does not see that I am going to be consciously aware of that workshop and try to implement and apply it within the classroom, then, it is just a point that you have scored.”*

The researcher has found that PD received, is only done to ensure teachers accumulate the necessary SACE points that are mandatory, but the researcher feels that the SMT does not consider the developmental needs of an individual teacher and what requires real improvement or development when creating opportunities for CPTD.

Data collected confirms the argument that teachers are only provided with education and development opportunities purely to collect these points. Teachers have experienced that the development they receive is only to indicate that they are indeed collecting development points, but not necessarily receiving any useful skills or abilities in the process. This means that teachers are only provided with courses and workshops for the primary purpose of collecting points and not necessarily to learn something valuable. If this is the case, the researcher claims that teachers can take part in the easiest and shortest courses to accumulate these points and not take on actual learning and development courses which could benefit them.

Du Plessis and Eberlein (2018) assert that the CPTD requires teachers to accumulate 150 development points over three years by engaging with the three types of professional development activities. Some activities can be engaged with by choice while other activities are compulsory. Compulsory activities are found in the form of



Type-2 school-initiated development activities. Du Plessis and Eberlein (2018) further assert that Heads of Departments (HODs) have a more influential role to play in Type-2 development activities. Developmental activities provided by the school in Type-2 take the form of activities related to school meetings, social workshops and school projects.

Despite what literature says, comparing the data collected and the literature found, teachers are supposed to be provided mainly with the opportunities to develop them in such a way that they can improve in their classroom and the way they teach, but recently it has been proven that teachers are only provided with opportunities because it is a 'must' and not because they can benefit from it.

#### **4.5.3 Theme 3: Functionality of the IQMS**

##### *SUBTHEME 3.1 Teachers' views regarding the IQMS*

Perceptions of currently implemented appraisal systems of teachers differ from what is expected to be their experiences. The use of appraisal systems purposefully aims to develop teachers and measure their performance professionally.

Participant Vet1 stated that the CPTD and IQMS activities which she engages in feel as if it is merely to accumulate the necessary SACE points, but there is no next step to follow-up whether or not the strategy or approach has worked and how much of the method or approach is successful.

*"There is not the feedback mechanism that, you know what, you have been exposed to this particular workshop; let us see whether it works in class. How many of you have applied it? Do you think we need to have a follow-up workshop? So, it is a case that you have acquired the points but is there feedback? Is there a continuous process where the staff is developed? No. So, if the individual does not see that I am going to be consciously aware of that workshop and try to implement and apply it within the classroom, then, it is just a point that you have scored."*

Participant Vet1 further stated that what the IQMS lacks is the continuous education that takes place, especially after the measurements taken to evaluate teachers.

*“Ours is disintegrated because there is no continuous developing phase 1, phase 2, and phase 3 to phase 4. What did we achieve and therefore I would say we are very disconnected in terms of a system that is in the school and that use to be; needs to be managed. I do not believe it is managed effectively. Not at all.”*

Participant Vet1 explained that the quality and efficiency measured to which she is developed is determined by someone who is outside of her classroom, causing the development of staff to not wholly be useable.

*“Uhm, so I think they also need to ask themselves in which way are we going to empower the staff by also letting them have an input in their PD. Because now somebody else on the outside determines what everybody should have and I think maybe that is why many staff members are despondent because they have no say in their development.”*

The researcher has observed that most schools make use of the CTPD system to ensure teachers finish their work, and they have done what they needed to do.

Participant Nov2 contends that according to her, the IQMS is not useful in determining the quality of a teacher, as teaching cannot be determined by pairing it up with a set of criteria.

*“I think that if you really want to be in teaching, if it is your calling, then it is not about other people evaluating you. You evaluate yourself against your standards and try to improve yourself. Uhm, so I think ... perhaps for others, it forces them to attend training. Nevertheless, to me, it is more admin to do.”*

Nov2 further expresses that the IQMS is merely just a hassle and does not motivate and encourage teachers to further develop.

*“So, it is more a schlep than a motivation to be a better teacher.”*

Participant Vet3 opinionated that the IQMS does not completely address all the areas of teaching and that numbers and score sheets can be used to determine whether a person can teach or not.

*“I am not very positive about it. To be very honest. I feel that there are other ways... people make decisions based on numbers that I filled in on that paper, that have never been in my class before. That does not even do extra-mural with*

*me. That does not even really do extra-murals. So, I feel there could be a different way."*

In South Africa, teachers are expected to have gone through a process of development activities to prepare them for the performance standards of the Integrated Quality Management System. Teachers will be evaluated based on several performance standards to determine their improvement as a teacher inside and outside of the classroom. This is a fact, and teachers need to be prepared for the roles they must perform, however, it has been found that several teachers disagree with what is supposed to happen, as elaborated upon by their experience with the IQMS.

The basis of this study is built on the Integrated Quality Management System (IQMS) framework which was formed based on the Whole School Evaluation (WSE), Performance Measurement system (PM) and the Developmental Appraisal System (DAS). The IQMS has the purpose of appraising teachers and evaluating their performance quality to determine their efficiency of being a teacher. Kolobe (2014) asserts that appraisal is seen as the process of determining the continuous approximation of an employee's performance. Bisschoff and Mathye (2009) declare that it is the appraisal of teachers and the role of policy-makers to thoroughly engage with the challenges of teacher development appraisal to be able to recognise each teachers' performance and appraisal needs. IQMS has become a vital key in the process for the creation of the necessary knowledge for teachers to be successful in the development and realisation of philosophy for the quality improvement of education in South Africa.

### *SUBTHEME 3.2 Post IQMS development*

After teachers have been developed and evaluated, data and research literature collected confirms that teachers need to be provided with post-evaluation development to ensure that teachers can further explore their short-comings and reduce their pitfalls to continuously improve even after evaluation has taken its toll on teachers.

When interviewed, the researcher has found that teachers are not receiving development that the IQMS requires, a development that would prepare them for the criteria of being a teacher, before and after evaluation.

Participant Nov1 has found that he has not yet received IQMS evaluation based on what he received professional development on, therefore not finding an established link between what he is taught and what he is evaluated on.

*"I would not say that I have been evaluated based on what I have been developed on. The two have not been linked very well in my instance."*

Several participants have shared similar experiences where they contend that no opportunities for development had been provided after the IQMS evaluation, therefore nothing is being done after teachers have been evaluated. Participant Nov2 states that she has never received any education after her evaluation to help her meet the expected shortcomings.

*"No, not at all."*

Participant Vet1 does not receive any education and development after a teacher has undergone IQMS evaluation.

*"Certain individuals, I think that maybe they have been approached. I have not. In my capacity, I have not been approached."*

However, individual teachers have found that after they have been evaluated by the IQMS and their results are known to their seniors, several teachers are only met with to discuss their shortcomings and pitfalls, but they are not necessarily provided with development opportunities to improve in the areas in which they are lacking.

Participant DH3 contends that SMT calls in the teacher that is being evaluated and then discusses the evaluation with the person, discussing the shortcomings but not providing education to the teacher to further decrease the chances of poor performance. DH3 claims that it would only be possible in a perfect world to continuously develop teachers 100% to the extent of them meeting the outcomes which determine how effective they are as a teacher.

*"So Uhm, say the person awarded himself a high point on people relationships, but his people relationships are not good, then the deputy head will go back to him and explain to him that we feel that it was not done 100 % honestly and it is something you can work on next year. So, in a perfect world, every person's weakness will receive attention. However, I do not think everyone gets to*

*everything. Nevertheless, you do get an idea of where weak spots are, and you try to give attention to it."*

Comparing the data found to the literature that has been able to provide an insight into the development of teachers' post-IQMS development, it can be said that teachers are going through a circle of development that is continuous, although not entirely beneficial. Teachers are going through a process of development, evaluation, and then not receiving opportunities for them to improve in the areas where they lack. Mtapuri and Queen-Mary (2014) affirm that South Africa is in urgent need of teacher development and evaluation policies that are authentically focused on the intellectual development of the teacher, which equally considers the developmental needs of the teachers and the achievement standards of the learners, a development policy which develops a teacher before and after evaluation.

### *SUBTHEME 3.3 The link between the CPTD and IQMS*

Teacher education and evaluation can be used as an instrument to aid teachers by increasing the guidance provided to teachers regarding professional growth and academic development. This means that the policy procedures such as the CPTD and the IQMS can be used to ensure that the evaluation of teachers is adequate for the improvement of classroom learning and ultimately improving the outcomes of learner academic development.

Participant Vet1 states that the IQMS does not allow a person to be able to grow as a teacher through means of learning and educating themselves within the necessary time frame.

*"So, if you want to assess thinking of IQMS, it needs to be a continuous thing. But unfortunately, I think that the timeframe where a person can do that is very limited and restricted because many of the seniors here at the school; management also have a full workload. So, if they want to manage you, to make sure that the evaluation or the score that they have given you is justifiable; then they need to be in your class all the time, and that does not work."*

Participant HOD3 however, sees the IQMS and CPTD as a document that should not be just necessary for an increase in salary, but rather it should be seen as an opportunity to improve and improve continuously.

*"I think that is the important thing, is that you realise that it is not about the paperwork, it is not about money, it is about you constantly having the motivation to improve, constantly improve and constantly improve, fine-tune constantly. It is about a bigger purpose. It is about you."*

Participant teacher Vet3 expresses that when she is given a result without any reason or follow-up as to why she was given a result, she is not provided with a clear understanding as to what is lacking.

*"But then there is a panel that decides that my marks have to increase or decrease. I do not see anyone eye to eye, and I cannot defend myself, and I cannot sell myself. If I can put it that way."*

The researcher has found that both the CPTD and IQMS are valid on paper, but when implemented, do not provide a useful framework as to what is expected of a teacher and how a teacher can get there. Several teachers have found the IQMS to be an administrative burden implemented and it is not found to be effective. The researcher has discovered that several teachers have the opinion that although it is mandatory, a simple document cannot determine whether or not a teacher can be useful or can stand the responsibility of being a teacher.

Kennedy (2016) proclaims that professional development initiatives are rarely designed based on how teachers learn but are preferably constructed based on the assumption that effective and efficient teaching emanates from hegemonising prescribed skills. Trust, Krutka, and Carpenter (2016) affirm that traditional efforts of professional development for teachers could not recognise the needs of teachers in the classroom. According to Darling-Hammond (2009), many teachers assume that the available professional development is not helpful or worthwhile to them as it does not meet their professional needs. Opfer and Pedder (2011) characterise CPD as narrow-minded, disconnected and complex concerning the professional needs of teachers.

#### **4.5.4 Theme 4: The relationship between SMT and CPTD**

##### *SUBTHEME 4.1 SMT decisions on teacher development*

The school as a body plays a vital role in the development of teachers. The expository aspects needed for intensifying and magnifying the value and success of CPTD involve the support of the principal and that of senior school management, distributive leadership that is shared through the use of collaborative learning approaches and a SIP which includes opportunities for sufficient CPD and teacher education.

Principal and school management support that takes the form of distributed leadership is essential and necessary for the formulation of CPD policies. For a school to be efficient and effective in the preparation and practice of strategically planned and implemented CPD, the priorities of both the school and staff are required to be aligned. SMTs are responsible for the implementation, management and leadership found within the SIP, as it fosters and nurtures the teachers' along with the schools' development. Arguably it brings the focus onto SMTs that inevitably contribute to the successful implementation of CPD policies, policies that contribute to the shifts and changes of teacher education.

Participant DH3 stated that at her school, the SMT makes use of the teacher evaluation to find gaps and inconsistencies in their results sheet to determine what future development a teacher needs to fill those identified gaps.

*"We know where gaps are. You look at people's results and things. It must improve. So, there are always opportunities."*

Another participant, HOD3, shared that her management team would take a look at what other schools are doing, what are the results and then try and offer the same courses at their school or even something better. By comparing their progress to what is found in other schools, HOD3 states that her school can always be at the forefront of continuous development.

*"You got to be constant in contact with other educators; otherwise, you become complacent here in your little corner, so it is that exposure to others, exposure to exam processes. So constantly, and constantly we have feedback after every single marking session: "did you people realise", "did you see how the latest paper", "do you know what the latest trend is". Uhm... at a meeting, this was*

*discussed the other day, and so, I am involved with the cluster where I am seen as the, well I am a cluster leader, and with oral moderation, I always get feedback from there, I bring it back here. I am also involved with uhm... in the marking process at the end of the year, in a senior position. Whatever I hear, learn, we go back: "okay, what can we do to improve". Constant and constant, and uh... we have got a very competent department, and they are always exchanging ideas. If somebody has heard something, "what do we think", "what do we know", "how can we improve". Yah that is basically what we do."*

Another participant, HOD1, states that the decision to develop teachers in her department is based on the constant changing of the learners being taught. The learners change and what they want to learn changes, thus using the same methods will not be able to work or contribute as well as when the approach is changed.

*"They... they don't realise that they have to attend these things because the child, who is our client, is busy changing. So, we have to adjust. Furthermore, I think as they see the technology changes, that which you can include in papers, the contents of papers change. They have to have to attend it as you cannot continue as you started 20 years ago in a subject."*

Based on what data was collected, the researcher found that SMTs make use of a needs analysis to determine what development their teachers need. The effectiveness and necessity of the development received by teachers do not share the same idea of what works and what does not.

Du Plessis and Eberlein (2018) add that the CPTD requires teachers to accumulate 150 development points over three years by engaging with the three types of professional development activities. Some activities can be engaged with by choice while other activities are compulsory. Compulsory activities are found in the form of Type-2 school-initiated development activities. Du Plessis and Eberlein (2018) further contend that Heads of Departments (HoDs) have a more influential role to play in Type-2 development activities.



#### *SUBTHEME 4.2 SMT follow-up on IQMS evaluation and CPTD Type-2*

The school management consists of the principal, deputy principals and heads of departments who are responsible for managing and running the school. A significant part of their responsibility is managing the development of teachers as well. Members of the school management not only have to manage the school and develop and regulate teacher development, but some of them are also responsible for other tasks such as teaching and other extra-curricular activities. This makes the task of managing staff much more difficult as there is not always enough time or resources available to ensure that staff members are being developed to the best of their ability. Some teachers that have been interviewed have explained that they feel a disconnection between themselves and the SMT that governs them.

Participant DH1 states that as an SMT, she is responsible for knowing what goes on in the classes of her teachers; that way, she will be able to know what education her teachers require.

*"like classroom management, the HoD has to say that this person struggles. However, I can exactly, daily, say what goes on in my school. I am going to show it to you now."*

However, several teachers from this school in which DH1 works, say, that they have found their SMT to be outsiders of what goes on in their classroom, not understanding what development is needed. Participant Nov1 stated that he feels disconnected from his management team, and that is why he feels that the professional development activities provided do not address the shortcomings of being a teacher.

*"I also feel a disconnection between classroom teachers who teach for daily and higher levels of management in terms of management being conscious and aware of what is happening inside the classroom as opposed to, as opposed to spending a majority of their time focusing on other administration and staying in their offices."*

Participant Nov1 went on to further state that due to the lack of connection between management and teachers, teachers are not provided with follow-up development after IQMS evaluation. The little education they have been provided afterwards, focuses little on the personal development of the teacher.

*"minimal emphasis has been put on a personalised program to meet weaknesses within the IQMS."*

Participant Vet1 claimed that at her school, teachers only approach to develop when things are due; there is no urgency for the development and management of teacher development.

*"But the process of interaction, of talking IQMS, the whole process happens when things are due. Whereas at other schools, there is an IQMS team that manages the whole process of the whole school. But here we have got pockets of teams. But it only manifests itself when something is due. Moreover, if I feel that in our previous institution, I think in ways it was managed a bit more."*

It was then found that at another school, the SMT is making an effort to develop its staff as well as to follow-up on their development. DH3 contended that for the development of staff, the SMT takes a look at the personal growth plan of the teacher, managed and collected by HODs, and then decide based on that plan what teachers need education on.

*"Uhm, as we say, that personal growth plan that gets done at the beginning of the year, or the end of the previous year, it is an indicator. As I have told you earlier, we depend a lot on the department heads to make sure it happens. But we are looking, for example, at a seminar, in the middle of the year, where we then identify."*

Participant DH3 continued by explaining how the management involves themselves in their teachers' development progress and follow-up, where the SMT calls in the teacher who is being evaluated and then discusses the evaluation with the person, addressing the shortcomings and determining where and what can be improved.

*"So Uhm, say the person awarded himself a high point on people relationships, but his people relationships are not good, then the deputy head will go back to him and explain to him that we feel that it was not done 100 % honestly and it is something you can work on next year. So, in a perfect world, every person's weakness will receive attention. But, to tell you the truth, I do not think everyone gets to everything? But you do get an idea of where weak spots are, and you try to give attention to it."*

At another school, participant Nov3 states that the SMT is known to be aware of what and how a teacher teaches as well as what is going on in their class. They are fully aware of the teacher. This suggests that with management being so aware of the teachers and what happens in their classes, management would then be able to know precisely what teachers need at their school and what additional development may be required.

*"The management knows what goes on in most teacher's classes – they know what is going on in someone that's lazy class. They know what goes on in a very competent teacher's class. I do not know how it always gets managed, I do not have the information, but I think our management has a good idea about what goes on in most teacher's classes."*

HOD1, who is at the same school as Nov3, has argued that HODs make use of a SWOT analysis to identify valuable areas that can be improved in the classroom of teachers, specifically focusing on what goes on in the classroom. This allows the HoD to follow-up on the failures of teachers and provides follow-up development.

*"These are the things we look at. In the end, we can give good feedback and say some areas need to be addressed or there are areas that we think are wonderful – that can be shared with the rest of the department."*

It has been found that two out of the three participating schools consider their management team to be involved in their development process. One of the school's teachers contradicts the claims of the management, while the rest of the participating schools have been found to contribute to the development of their teachers genuinely, as they get involved in the evaluation of their teachers, address the post-evaluation of their teachers and then follow-up to determine how the teacher can be improved to meet the standards of what is expected of them as teachers.

The development and maintenance of the professional adroitness and ability of teachers are regarded as vital elements in the attempts of school improvement and the precisely improved curriculum reformations. Teachers are responsible for the implementations of the curriculum in their classrooms, and their abilities and competencies would determine the progression of their reformed approaches towards teaching, thus working its way into the efficiency of CPD (CPD). Cheng (2017) affirms

that the incorporated leadership and management of teachers' CPD is becoming an excruciating challenge for school leaders, managers and principals.

#### **4.6. DOCUMENT ANALYSIS**

The document that was analysed to determine the effectiveness of CPTD in secondary public schools was the Integrated Quality Management System (IQMS).

##### **4.6.1. IQMS**

The purpose of perusing the Integrated Quality Management System was to ascertain the expected standards of what teachers need to be able to meet. It was also analysed to determine what roles and responsibilities a teacher needs to perform to be determined if they have undergone effective and efficient teacher development which is continuous. The IQMS consists of the Developmental Appraisal (DA), Performance Measurement (PM) and the Whole School Evaluation (WSE). The document analysis of the IQMS indicates that DA is to appraise individual educators transparently with the view of areas that determine strengths and weaknesses and to draw up programs for individual development. The PM is to evaluate individual teachers for salary progression, rewards and incentives, and the WSE is used to evaluate the overall effectiveness of a school as well as the quality of teaching and learning.

The analysis of the data collected in participant interviews has found that teachers do not experience the IQMS as it is set out to be implemented. Findings confirm that only one of the three aspects of the IQMS is implemented as it needs to be. Those lacking in the implementation are the Developmental Appraisal and the Whole School Evaluation. It has been found that teachers do not receive individual development which focuses on their strengths and weaknesses. It has also been found that teachers only engage with CPTD and IQMS activities to gain an increase in salary, and the primary purpose of teacher development is not there, which is to enrich the quality of teaching and learning.

#### **4.7. SUMMARY OF CHAPTER**

In this chapter, the researcher aimed to present the research findings on the scope within the policies such as the CPTD and IQMS as well as the experiences, attitudes and opinions of secondary government school teachers, capturing their opinions about what happened after the professional development of teachers and the evaluation thereof. The findings were validated by the responses of the participating teachers, Heads of Departments and Deputy Principals to the questions presented to them in semi-structured interviews. The documents that were analysed included the IQMS and CPTD.

The data gathered could be organised into four main themes, with each theme containing their sub-themes, which provided evidence for the argument found in this research that teachers do not receive the necessary Type-2 professional development to perform their roles as a teacher and meet the performance criteria as set out in the IQMS. This study revealed that most of the schools selected to participate in this study did not have a clear plan to further mentor and develop teachers after their evaluation has identified areas of improvement. Therefore, it has been found that very few schools followed-up with the development and evaluation of their staff. It has also been found that teachers only engage with CPTD and IQMS activities to gain an increase in salary, and the primary purpose of teacher development is not there, which is to enrich the quality of teaching and learning.

The findings provided evidence for expanding on the relevance of the study against existing literature and the theoretical framework and made recommendations for the improvement of CPTD Type-2 activities that would be able to improve the development of the teacher, both personally and professionally. Beighton (2016) contends that we currently have a teacher education system that is not adequate to equip teachers with the skills and abilities to manage their daily roles as teachers.

Teacher perceptions of CPD validate the argument that a well-rounded implemented school policy for improvement, guided by distributed leadership, tends to achieve more of the school's outcomes, which is a good sign for a developing country such as South Africa.

## **CHAPTER 5**

### **INTERPRETATION OF RESEARCH FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.1. INTRODUCTION**

Chapter 4 presented the data analysis strategies and research findings emerging from the analysis of the data. The study presented the research findings according to the themes and sub-themes that emerged from the data analysis. The perspectives, opinions, quotes and responses of participants were provided, with applicable signs and indications from the literature study to reinforce the findings. This study focused on the participants' views and opinions of implemented school-initiated type-2 professional development activities along with the implementation of the IQMS, possible linkages between the IQMS and continuous development. The final step to interpreting the data and make meaning of it is to analyse the data. According to Collins (2010), data analysis is based on interpretative philosophies to help make sense of the symbolic and meaningful data. This vital step was necessary to acquire a methodical and inquisitive understanding from which an interpretation of the investigated and researched phenomenon can be composed.

Chapter 5 offers an interpretation of the research findings to discuss them concerning the research aim, the relevant literature on CPD and the performance measurement of teachers (see Chapter 2), as well as the theoretical framework (see Chapter 1). Furthermore, Chapter 5 strives to use the findings to answer the research questions which guide this study (see Chapter 1).

##### **5.1.1. Main Research Question**

How do secondary schools use Type-2 activities to address the challenges of improving continuous professional teacher development?

##### **5.1.2. Research sub-questions**

- 1.** Why do schools implement the IQMS policy to inform continuous professional teacher development?

2. What is the relationship between Type-2 activities and the respective School Improvement Plans?
3. How do teachers experience Type-2 CPD activities?

To construct a compendious understanding of the research findings and to fully understand the issue scrutinised, the researcher used the themes and sub-themes which surfaced from the research findings (Chapter 4) together with the Distributed Leadership Model for the CPD of Teachers (Chapter 1). Linking the IQMS evaluations to post-evaluation development, the researcher provided an extensive summary, conclusions and made recommendations.

The literature review (Chapter 2) provided local and international perspectives on how teachers perceive the importance of their continuous professional development. This study portrays the effect of the efficacy and quality that teacher assessment policies have on the continuous professional development of teachers. It provides an understanding of what teachers need to meet the evaluated roles of being a teacher. By reflecting on recent findings from the study against the literature review, it is evident that teachers are only provided with the sufficient opportunities they need to collect their CPTD points. However, this is not to develop according to what they need, but rather it is evident that teachers are only developed for some time to meet the standards of the IQMS without any further follow-up for further and continuous development.

## 5.2. EMERGING THEMES AND SUB-THEMES

In the process of construing the research findings, it is relevant that the themes and sub-themes, to be referred to again. The themes allow the research findings to be organised in a way that makes recommendations relevant to those themes. The table that follows provides the themes and sub-themes:

Themes	Sub-themes
1. Type-2 School-Initiated CPTD functions	1.1. Teachers' perceptions of CPTD
	1.2. Efficacy of CPTD
	1.3. CPTD Type-2 activities provided

2. The process of teacher development	2.1. Teachers' views regarding engagement with their CPTD
	2.2. The development of novice versus veteran teachers
	2.3. The accumulation of CPTD points versus the development of teachers
3. The functionality of the IQMS	3.1 Teachers' views regarding IQMS
	3.2 Post IQMS development
	3.3 The link between the CPTD and IQMS
4. The relationship between SMT and CPTD	4.1 SMT decisions on teacher development
	4.2 SMT follow-up on IQMS evaluation and CPTD Type-2

Table 5-1: Emerging themes and sub-themes (grouped)

### 5.3. INTERPRETATION OF RESEARCH FINDINGS

#### 5.3.1 Type-2 School-Initiated CPTD functions

##### 5.3.1.1 Teachers' perceptions of CPTD

What a teacher understands regarding their development and the progress of their growth influences what and how they learn. If teachers do not understand the term continuous professional teacher development, teachers will not be able to find relevant self-development opportunities which would allow them to learn, grow and develop.

The findings of the research study confirmed that participants have varying levels of understanding of what the policies are that are relevant to the professional development of teachers. All the teachers that were interviewed, were aware of the need for development. The teachers are familiar with the policy content in CPTD, which is responsible for the development of teachers. Teachers were able to contribute to their understanding of what areas of a teacher have developed annually. However, teachers were less confident about what teachers are educated on and what type of development they needed. Regarding the types of development teachers want to



receive, most teachers sought it out in personal development and not school-initiated or union provided development. Various participants shared the same belief that continuous professional teacher development either encourages the teacher to improve or forces them to adapt the methodologies of how they teach. This has brought teachers' behaviour along as it changes the way teachers perceive their professional development. It has been found that when the findings and literature were compared, one single argument arose, that teachers cannot expect their students to learn and develop if teachers do not go through the measures themselves.

#### 5.3.1.2 Efficacy of CPTD

Teachers' CPD has quickly become a primarily considered element for the reformation and improvement of schools throughout the world. Teachers can only be as reliable and efficient in the classroom as they enable themselves to be through their constant development. Policy procedures such as the CPTD and the IQMS can be used to ensure that the evaluation of teachers is adequate for the improvement of classroom learning, thus ultimately improving the outcomes of learner academic development. Teacher professional development is one of the most used and therefore the most effective method for affecting the quality of teaching and improving learner development. The researcher found that the activities and events of professional development are essential in the preparation and quality improvement of teachers. Research has found that CPD has a lasting effect on the extent to which teachers can influence secondary school learners' lives as well as the learners' academic development.

Various participants, as mentioned in Chapter 4, contributed to how teacher development and teacher improvement are related. The researcher has found that CPTD allows a teacher to be mentored into something and someone better as well as to assist in mentoring younger teachers, therefore making professional development reliant on the people found around oneself as a teacher. The researcher has found that there is a mismatch between the development teachers receive versus what they need. Policies such as the CPTD and IQMS must change or adapt to ensure that the development and evaluation of teachers are adequate for the improvement of classroom learning.

### 5.3.1.3 CPTD Type-2 activities provided

The researcher found that most teachers in South Africa have not yet been sufficiently developed to perform according to the standards to ensure quality education. The NPFTED aims to ensure that teachers are equipped to undertake their mandatory and formidable tasks, enhancing their continuous professional competencies and performance. This research study is based on the efficacy of teacher development activities. Initially, the researcher believed that teachers do not receive enough development opportunities. However, when taking a closer look at the data collected, the researcher has instead found that teachers receive countless opportunities for professional development, however the problem, as identified through this study, is that it is the quality of those development opportunities which should be in question. Several participants commented that they had been developed, but not to the extent that it was beneficial at all, as the opportunities of development “*are not very effective and linked to our classroom needs and challenges*”, as described by participants.

A document analysis of the SACE handbook revealed that teachers would be provided with the relevant opportunities to aid in their development, however, the findings contradict the implementations of the SACE. Participants have found CPTD activities and workshops to be ineffective and not implemented correctly, therefore leading teachers to the point of insufficient development. Data confirmed that teacher development activities are rarely created to adapt the skills and abilities of the teachers, but instead are constructed on the assumption of what is believed to be useful for the teacher to be developed. This assumption has led the researcher to argue that the development of teachers and the purpose of the CPTD are rarely linked as the two are considered to be from two completely different worlds.

Many teachers experience the professional development they are exposed to as not worthwhile or helpful as it does not meet their professional needs. Continuous professional teacher development has become narrow-minded, disconnected and complex concerning the professional needs of teachers. Literature states that teacher development provided by schools and external unions will develop teachers to the extent of which they can develop to be better professionally and personally, however the gap that the researcher found is that teachers have experienced CPTD to be merely surface-level and not addressing the challenges they face.

### 5.3.2. The process of teacher development

#### 5.3.2.1 Teachers' views regarding engagement with their CPTD

The researcher defined CPD as the process of teacher development which motivates and encourages self-development and school development that provides teachers with the continuous desire for growth that would, with time and dedication, increase the development of teachers. Teachers must not only partake, but also have the intrinsic desire to be educated. The researcher has found that if a teacher does not have the desire to be educated, then no matter how many workshops and courses are provided, the teacher will still not gain anything from the development. When the researcher analysed the data, it was found that teachers are more inclined to be a part of development workshops when they have an input in what development they receive.

This being said, the management team should still regulate the development opportunities to such an extent that the school can also benefit from it. This way, by bringing the model of distributed leadership into play (Chapter 1), senior and middle-level leaders coupled with the various development activities will enable teachers to pick and choose the development programs they need to increase the performance of the entire school. Teachers have for far too long been given a wide variety of courses and workshops that do not benefit the teacher in any way and development opportunities that have been constructed by management without considering the teachers' needs. It is recommended by the teachers themselves to be involved in the development of courses and workshops, encouraging teachers to be a part of not only their development but also the development of their fellow staff members. The researcher has found that a team constructed of senior-level and mid-level leaders along with teachers identifying their developmental needs will be far better when deciding which Type 1-3 development activities a teacher requires.

Research confirms that teachers want to become involved in their development opportunities. Teachers are currently not provided with the opportunities that would satisfy their desire to learn. Therefore, it is recommended that school management include the desires and doubts of teachers when choosing opportunities for development. Teachers engage in personal and professional development based on that which they do not know or when they have doubts in their field of teaching. Educating themselves to minimise and reduce those doubts would count as

professional development, for teachers are developed in areas to improve themselves. Even though the study investigates Type-2 Continuous Professional Teacher Development, the findings communicate that teachers felt more satisfied with Type-1 self-initiated development than Type-2 school provided development. This study has found that teachers experience their self-development to be more beneficial than what the school is doing for them in terms of development.

#### 5.3.2.2 The development of novice versus veteran teachers

This study that was conducted consisted of twelve participants, of which six were teachers, split up into two groups of three members, categorised as novice and veteran respectively. This study made use of interviewing both novice and veteran teachers to gain a more comprehensive understanding of how teachers experience their development. When comparing the opinions of novice and veteran teachers. The research found that novice teachers are more likely to engage in professional development compared to veteran teachers. Various novice teachers contend that they understand their professional development to be a lifestyle rather than a choice of whether or not they want to develop, whereas more experienced teachers perceived their professional development to be a burden and not worthwhile.

The research has found that various veteran teachers push development to the side and prefer not to take part in developmental activities as it does not provide teachers with significant development. Although this might be the case, the SACE policy adds that teachers need to be provided with an education based on what they lack in their professional practice or that at which they fail. When interviewed, multiple members of the SMT argued that they preferred to focus more on the novice teachers as the development of specific skills are more accessible for them due to the perception that novice teachers are considered to be easier to apply and shape to match an environment that expects much change. The researcher contends that although this might be the case, literature has found that teachers need to be exposed to similar areas of development benefiting both the novice and the veteran teacher. The researcher has found that just because a teacher has many years of experience does not mean they are no longer subject to improvement. This study recommends that both novice and veteran teachers should engage in development opportunities that benefit the teacher and to not have a teacher excluded because of their experience.

That being said, veteran teachers have described teacher development to be more of a hassle than a benefit to them. This requires a focus of teacher development to be purposely driven towards preventing shortcomings and correcting failures.

#### 5.3.2.3 The accumulation of CPTD points versus the development of teachers.

The CPTD management system was administered by the SACE to track and regulate the development points collected by teachers. The system tracked the progress of Type-1, Type-2 and Type-3 development activities. The SACE, along with the respective schools, encourages their teachers to participate in these development opportunities to gain access to the development points. In a perfect world, teachers would engage in development opportunities that benefit their classrooms and their professional practice and then record the development to show their progress. On the contrary, everything else but this is happening. The researcher has found that teachers are obliged to participate in the development, even if it means it cannot contribute to the professional practice of the teachers. Teachers are also characterising the process as just a means for the school to score adequately or better on the whole school evaluation, and not for the teachers or their professionalism to benefit from.

Literature states that teachers should be educated with the means of addressing their failures and difficulties to improve their professional practice, however the findings of this study identify a gap in practice, in that what is supposed to happen compared to what is happening are two different things.

The researcher has found that teachers do not experience a relationship between their development and the improvement of the school. Some teachers feel that their development is purely for the improvement of the school and not for purposes of improving the teaching and learning environment in the teachers' classes.

### 5.3.3. Functionality of the IQMS

#### 5.3.3.1 Teachers' views regarding IQMS

Performance appraisals are set in place to evaluate the performance of a teacher. Gauteng secondary public schools incorporated the IQMS to perform this action. The IQMS evaluates the performance of a teacher for three distinct purposes: to identify a teacher's weaknesses and strengths for future development found in the form of the DA, determine salary progression as indicated in the PMS and evaluate the

performance of the whole school through the WSE. Since its implementation, various teachers have experienced the IQMS somewhat differently than what literature describes it to be. Findings confirm that teachers do not experience the IQMS as it is set out to be. The researcher has found that teachers are not evaluated to determine their weaknesses and strengths, but rather they are only evaluated on aspects that are not necessarily relevant to teaching. Findings confirm that teachers are a direct contradiction of what the DA sets out to achieve. Teachers are evaluated where *"there is not the feedback mechanism,"* and teachers do not have their weaknesses addressed as the DA promises.

Further research has confirmed that although the PMS is implemented to determine the salary progression of teachers, findings contend that teachers do not find it worth the hassle to engage in a three-year development cycle along with an administrative burden just to be awarded a 1% salary increase. Research has found that teachers find this salary determination to not be as encouraging as the SACE hopes to portray.

Contrary to literature found relating to performance measurement policies, teachers lack adequate knowledge of the IQMS which is meant to determine teachers' salary progressions, strengths and weaknesses for development and school quality evaluation. Even teachers who had been teaching for more than twenty years lacked an understanding of the performance appraisal. This brings forth the conclusion that although teachers engage in developmental activities and complete the administrative tasks required, teachers do not yet fully understand how the IQMS operates and functions, causing confusion and a lack of encouragement.

#### 5.3.3.2 Post IQMS development

Literature found that teachers need post-evaluation development. Findings confirm that teachers are experiencing the exact opposite, as teachers are not receiving further development that focuses on minimising their IQMS indicated weaknesses. Literature studies have found that the DBE is in dire need of a developmental policy that considers the developmental needs of a teacher. Various policies have been constructed to try and provide teachers with the development of the so-called needs, however recent findings in this research study have proven that teachers disagree with what the IQMS stipulates is happening compared to what is happening. The study has identified a gap in what the literature says and what the actual situation in secondary

schools are. The researcher has found that teachers are developed and then evaluated to complete a few formidable checklists to indicate teachers that are progressing, but as far as the IQMS is concerned, many teachers do not have useful CPTD. Recent research has found that teachers are not provided with the right development opportunities to work on and improve their weaknesses as identified by the Developmental Appraisal. It is recommended that instead of focusing on new skills to be developed, various participants prefer to have their currently weaker skills improved and adapted to reduce their weaknesses instead of creating new weaknesses by learning new skills and abilities that cannot be mastered without relying on previously developed skills, abilities and knowledge.

#### 5.3.3.3 The link between the CPTD and IQMS

Literature studies have found that teachers' education and its relationship with teacher evaluation can be a pivotal instrument to assist teachers by increasing the guidance they receive, enabling them to gain more from their professional development. The CPTD is responsible for developing various skills and abilities in teachers, and the IQMS is implemented to determine how effective a teacher has implemented the set of learned skills, then determining where they fall short and providing further opportunities to reduce those shortcomings, or at least that is what is supposed to happen in theory.

This study has found multiple reasons why CPTD and IQMS do not function as envisioned in the policy. Firstly, the researcher found that teachers are not provided with enough time to be able to grow as a teacher through means of learning and educating oneself, thereby not creating a large enough window for teachers to improve. Secondly, the researcher found that teachers find no correlation between development and evaluation as teachers are evaluated on areas that teachers were not provided opportunities for development. This means that when linked, the CPTD and IQMS do not ensure teachers have enough time to develop a particular set of expectations, and then teachers are evaluated based on that which they were not developed on. The researcher has found that although the IQMS and CPTD together might be useful on paper and in policy, the findings confirm that the entire system is not reflective of a direct coherence between that which teachers are developing and that which they are evaluated on. This study found that it should instead be

recommended that there needs to be a firmer tie between complying with a checklist of CPTD and IQMS. Teachers are evaluated according to an IQMS criteria to determine whether or not a teacher qualifies for a salary increase, however, the researcher has found that complying with what is expected of them as a teacher and the development they go through does not equate to the little monetary progression they receive. The findings of this study contend to the argument that teachers are not benefiting anything from the development and evaluation process as there is a lack of teacher “buy-in” into the process of CPTD because the points accumulated do not equate to financial incentives.

#### 5.3.4 The relationship between SMT and CPTD

##### 5.3.4.1 SMT decisions on teacher development

The SMT consists of the principal and deputies as well as HoDs who share distributed leadership which is necessary for making the relevant decisions related to the continuous development of teachers. It is the SMT that takes control over who and what needs development in teachers. Initially, these decisions were made based on the need for development as identified through various kinds of evaluations, however currently, as confirmed by findings, SMTs rely on the use of a teacher SWOT analysis to determine what teachers need and do not need to improve themselves. It has also been found that some schools make use of a comparative analysis, where they compare the development of their school to the teacher development of another or more competitive school to weigh them off against one another and determine what can be added or taken away when developing teachers.

The study has found that the use of a SWOT analysis and a needs analysis is more effective in determining what development a teacher requires. The researcher has found that by incorporating the SIP, the management team was more likely to find and create development opportunities for teachers. The study has also found that teachers feel that the SMT is focused on developing schools more than developing the teachers. Type-2 development opportunities are not addressing the individual needs adequately or sufficiently.

##### 5.3.4.2 SMT follow-up on IQMS evaluation and CPTD Type-2



The SMT consists of the principals, deputies and heads of departments who share the management and leadership of the school. As part of managing and leading the school, the SMT not only has a role to play in the pre-development and evaluation of teachers, but the most significant role they play is undoubtedly in the post-evaluation development. This development is a necessity after both the school and the teacher are aware of the weaknesses that require strengthening for the future. Whether it is principal, deputy or even the head of department, most members of the SMT are also generally teachers, making follow-ups even more difficult. The researcher has found that several teachers experience their SMT to be outsiders of what goes on in classrooms, not understanding what a teacher experiences and what future development a teacher requires. Findings have confirmed that teachers do not experience professional development activities to be as fulfilling as management would think it is.

The disconnection between management and teachers causes SMTs to not be clear on what a teacher needs and what is vital for the teacher to grow and improve upon their weaknesses. The researcher has found that teachers are not provided with follow-up development after the IQMS has evaluated them for identifying both their strengths and weaknesses and what little education they have received focuses little on the personal and professional development of the teacher. It has been found that teachers are only provided with education when the school is aware of the urgency of teacher evaluation, and that teachers are not developed because they need to improve their skills and abilities. Although there is a reflection process after a teachers' evaluation to discuss how they need to move forward, teachers are not provided with what they need; it is only discussed and reflected. The researcher has found that teachers experience CPTD to be surface-level only and not beneficial to their development. Teachers have found CPTD to be beneficial solely to the SMT as they feel that SMTs provide what the management desires for the teacher, but not what the teacher needs. In theory and literature, Type-2 professional teacher development would address the shortcomings of the teacher and improve them, however, in reality, the findings show that although the NPFTED highlights the importance of CPTD Type-2, a gap in Type-2 development shows that teachers' needs are not met through the development that the school provides.

#### **5.4. THE SIGNIFICANCE OF THE THEORETICAL FRAMEWORK TO THE RESEARCH FINDINGS**

The study was framed against the Distributed Leadership Model for the CPD of Teachers. The Distributed Leadership (DL) model strongly emphasises the importance of clearly spelling out the developmental needs of teachers and the role of the Integrated Quality Management System (IQMS), what the correlation is between the two and how effectively it leads to the further development of teachers. The research findings of this study support the efficacy of the DL model for CPTD in making conceptual links between distributed leadership and the continuous development of teachers. The theoretical model facilitates the importance of the policy context of CPTD and IQMS in influencing pre-evaluation development, evaluation and post-evaluation development. The DL model for CPTD consists of the links between the following:

- IQMS identified areas of development.
- Distributed leadership with the crucial involvement of senior and middle-level leaders.
- CPTD Type-1 to Type-3 development to accumulate 150 points.

These three aspects of the DL model would lead to a Whole School Evaluation (WSE) and a School Improvement Plan (SIP) that would contribute to building school capacity and the quality of teaching and learning.

Through weakness specific development opportunities, teaching and learning reliant upon teacher development can contribute to the continuous learning and development of teachers which is not just applicable to one year of teaching, but throughout the entire lifespan of a teachers' career. Furthermore, the importance of what kind of development is needed to change the integrated teacher development effectively has been addressed to include development that is based on the evaluated and identified weaknesses of teachers to include building teacher knowledge and adapting their attitudes, providing not only sufficient but also quality-wise and worthwhile Type-2 teacher development opportunities.

Lastly, the research study builds awareness in schools on the possibilities lying within CPTD and IQMS and the potential of post-evaluation and needs-based development to change the behaviour and continuous development of teachers.

## **5.5. RESEARCH LIMITATIONS AND RECOMMENDATIONS**

### **5.5.1. Limitations of the study**

Several limitations surfaced during the study. Qualitative research brings certain limitations. Creswell et al. (2010) postulate that qualitative research has both strengths and weaknesses, and thus some challenges which limit this study were noted. These limitations were dealt with as best as possible. Atieno (2009) posits that the main disadvantage of qualitative methods of research and data analysis is that findings cannot be extrapolated to more extensive populations. There is no assurance that the samples' responses are objective, unprejudiced and reflective of their opinions with regards to this study. This research study is focused on the importance of sufficient and adequate teacher education and the evaluation thereof. The findings of this study cannot be applied to all areas of education, as it only represents the experiences of a small sample of teachers.

Firstly, the study was conducted in three schools in the Eastern District of the Gauteng province, which is a small number in a system of nearly 26 700 schools. Provincial dynamics for Gauteng differ vastly from other provinces. For this reason, the findings cannot be generalised to a broader population but can be inferred as part of a specific context. Further study could have research conducted with a broader participation group.

Secondly, as with any social phenomenological study, the research findings relied heavily on the human experience. Although different teachers and different school management members were studied, the participants all had the same teaching circumstances. To create a comprehensive understanding of what kind of development a teacher needs to go through after they were subject to IQMS evaluation, it is recommended that further investigations be undertaken with participants from differing contexts.

Thirdly, the timeframe proposed was the second and third school terms. Delays in obtaining permission from teachers at this time delayed the study to the end of the third term. Although the study proposed using teachers who teach a skills-based subject, conducting the study during the recorded examination period meant that semi-structured interviews were conducted with any secondary school teacher participant who matched any of the other criteria elements.

Transferability of the findings is possible given that all schools include follow-up development after teacher evaluation if the CPTD policy position is changed to where the development is not generalised to all teachers, but is rather constructed to meet the individual developmental needs of each teacher differently.

The limitation of the findings not being generalised would mean that an extensive study needs to be taken before there can be a more general implementation of the recommendations in the study in all South African schools. Lancaster (2017) posits that the research aims to provide a full description of the specific cases being studied. This study allowed the researcher to gather findings in a specific context on a specific phenomenon, and although findings are transferable to other contexts, generalisation was never the aim of the study. For the system-wide implementation of the recommendations in this study, a more comprehensive research study would be required.

Lastly, establishing what teachers believe they need to improve upon continuously concerning the nature of the development they currently receive is the most significant determinant of whether teachers go through value-added continuous professional teacher development. The need for valued and worthwhile ongoing Type-1, Type-2 and Type-3 teacher development and support is needed to strengthen the roles and responsibilities of a teacher. Teacher development policies and programs are a vast area of research and are not covered adequately in this study. Further research is needed to establish the efficacy of the findings on teacher development and evaluation.

### 5.5.2. Recommendations

Regarding the study's research findings, the following recommendations can be made for School-Initiated Type-2 activities in Continuous Professional Teacher Development.

#### 5.5.2.1 Recommendations for efficacy of CPTD

The usefulness of continuous professional teacher development has been a vital aspect of this research study. It is the aspect of which this study strives to provide meaningful contributions to the field of teacher development. The expository aspects needed for intensifying and magnifying the value and success of CPTD involve the support of the principal and that of senior school management, opportunities for appropriate CPD and teacher education. This study found that teachers have been provided with many opportunities for development, albeit the value is considered to have no impact on changing the extent to which a teacher develops. The researcher recommends that before a school provides teachers with the necessary development activities, SMTs should first reflect on the strengths and weaknesses the IQMS identified in the teacher and then create opportunities for the teacher to develop which would meet the needs of the teacher, therefore creating a needs-based personalised professional development plan that would enable the teacher to engage with workshops and thus minimise their shortcomings and allow them to build upon their weaknesses.

#### 5.5.2.2 Recommendations for the functionality of the IQMS

Perceptions of currently implemented appraisal systems of teachers differ from what is expected to be their experiences. The use of appraisal systems purposefully aims to develop teachers and measure their performance professionally. In South Africa, teachers are expected to have gone through a process of development activities to prepare them for the performance standards of the Integrated Quality Management System. Teachers will be evaluated based on several performance standards to determine their improvement as a teacher inside and outside the classroom.

The IQMS performs purely on evaluating a teacher, meeting specified standards, but it cannot be used to determine whether a teacher can be useful or ineffective and if

the teacher can teach. Statistics and scoresheets do not conclusively prove teachers' ability to teach. This study recommends that to ensure that a teacher has the abilities and requirements, a teacher should be provided with a group of necessities which measures whether a teacher meets each aspect of the criteria provided with the IQMS performance standards. The recommendations go as far as having an IQMS individualised checklist for each performance standard with relevant performance outcomes teachers must be able to achieve. If a teacher does not have everything on the checklist of the performance standards, then the teacher will be able to know what they need to meet the outcomes of each performance standard. Therefore, teachers will be able to clearly understand what is expected of them in terms of each performance standard that is used to evaluate teachers.

#### 5.5.2.3 Recommendations for Post-IQMS development

After teachers have been developed and evaluated, data and research literature collected confirms that teachers need to be provided with post-evaluation development to ensure that teachers can further explore their shortcomings and reduce their pitfalls to improve continuously even after evaluation has been performed on teachers.

Removing the belief of a surface-level teacher development plan, teachers can engage in developmental activities and workshops that are specifically focused on the development they need to remove or adapt to their shortcomings. As of now, teachers have experienced the post-evaluation development to be somewhat withdrawn from what they need to the extent of it not being valuable in contributing to their teacher development. This study recommends that after teachers are evaluated on the performance standards of the IQMS, teachers should have a post-evaluation development plan for further development. The researcher recommends that the development and creation of a personalised professional development plan would aid in the further development of teachers.

## **5.6. SUMMARY OF CHAPTER**

Chapter 5 presented an interpretation of the critical research findings concerning the Distributed Leadership model for the CPD of Teachers as the theoretical framework used in this study. The emerging themes and sub-themes provided a more systematic presentation of the interpretation and were discussed in detail. The data analysis, corroborated by participants' responses and experiences documented in Chapter 4, has been used to formulate critical recommendations for School-Initiated Type-2 activities in Continuous Professional Teacher Development.

## **5.7. CONCLUSION OF THE STUDY**

The purpose of this study was to determine how teachers experience the implementation of Type-2 Continuous Professional Teacher Development activities in secondary public schools in the Gauteng province of South Africa. Utilising an in-depth literature review on teachers' perceptions of CPTD, along with a focus on developmental and evaluation policies, the researcher was able to identify important key findings.

Firstly, when the literature review was conducted, a single denominator arose, that teachers cannot expect their learners to develop and learn if teachers cannot go through professional development themselves. Data collected proves that CPTD has a lasting effect on the extent to which teachers can influence secondary school learners' lives as well as their academic achievement. Secondly, policies such as the CPTD and IQMS must adapt to the needs of teachers, ensuring that teachers' development and evaluation improve classroom learning. However, the researcher found that teachers experienced CPTD to be only surface-level and it is difficult to connect any benefits to the development of teachers. Thirdly, this study has found that teachers perceive their Type-1 development to be more beneficial than either Type-2 or Type-3 development. The research has found that various veteran teachers push Type-2 development to the side as it does not provide teachers with significant development. That being said, teachers described their professional development as being more of a hassle than a benefit. Literature states that teachers need to be

professionally developed by addressing their failures and difficulties and attending to their needs.

Fourthly, the researcher has found that teachers perceive their development to be only for the benefit of the school and that it does not address the failures and developmental needs of teachers. Teachers would rather prefer to address their current failures and shortcomings instead of creating new ones by learning new skills and abilities. This study found that teachers want to first and foremost improve their weaknesses before developing new skills.

Fifthly, the study found that teachers lacked an understanding of the necessity of performance appraisal systems. This causes teachers to disregard the idea of CPTD as the tracked progression does not equate to monetary gain. Type-2 activities are not fully addressing the individual needs of teachers. The gap identified in this study is that Type-2 development shows that teachers' needs are not met through the development which schools currently provide. The findings of this study have found that what is supposed to happen and what is actually happening are two completely different things.

Finally, the empirical data and literature created an awareness of CPTD and the IQMS and the potential of post-evaluation and needs-based development to change the behaviour towards the continuous development of teachers, improving the efficacy of school-initiated development.



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**APPENDICES**  
**APPENDIX A: RESEARCH MANAGEMENT PLAN**

	<b>Title of the task.</b>	<b>The process to complete the task.</b>	<b>The time frame for given task.</b>
<b>Phase 1</b>	Development of research proposal.	Write the introduction and background to study, research questions and objectives as well as data collection and methods by consulting relevant literature.	8 Months (December 2017-July 2018).
<b>Phase 2</b>	Research defence.	Present research to the University of Pretoria in front of the panel.	1 Month (December 2018).
<b>Phase 3</b>	Chapters 2-3	Compile chapters 2 and 3.	December-February (2018)
<b>Phase 4</b>	Ethical clearance.	Complete ethical application form from the research ethics committee.	2 Months (December 2018- June 2019).
<b>Phase 5</b>	Conduct field research.	Find participants, select samples, conduct interviews, compile data, and code data. Develop a narrative for the research.	3 Months (June 2019-August 2019).
<b>Phase 6</b>	Chapter 4	Compile chapter 4	September 2019
<b>Phase 7</b>	Chapter 4	Compile chapter 5	September - December 2019

<b>Phase 7 (Final Phase)</b>	Dissertation.	Compile all the data and information in a logical and appropriate format that would form part of the structure of the complete dissertation.	3 Months January – March 2020
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**APPENDIX B:  
INTERVIEW PROTOCOLS**

**Interview Questions for Teachers**

Biographical data	<ol style="list-style-type: none"> <li>1. Tell me about yourself, how long have you been teaching?</li> <li>2. How does the school make you aware of the purpose of your CPTD?</li> </ol>
<p>Questions regarding how teachers describe their experiences of professional development.</p>	<ol style="list-style-type: none"> <li>3. Based on your own understanding, how do you see continuous professional teacher development?</li> <li>4. What are you doing to improve yourself?</li> <li>5. What activities has the school provided to help you grow in your field?</li> <li>6. Has any person or organisation from outside the school come to develop you as a teacher?</li> <li>7. Tell me about your most recent professional development experience, as well as your past experiences.</li> <li>8. To what extent do you consider yourself to be active in professional development regarding your education as a teacher?             <ul style="list-style-type: none"> <li>- How do you decide what to educate yourself?</li> </ul> </li> <li>9. Explain how the education of you as a teacher changed what you do in class in terms of improving the learners' academic performance.</li> <li>10. How do you think your professional development is influencing the environment in which you teach?</li> <li>11. If so, what have you learned through CPTD, and how have you implemented what you have learned?</li> <li>12. What are the challenges teachers experience in their daily responsibilities?</li> <li>13. As a teacher, are you provided with the sufficient development activities you need to meet the performance standards of the IQMS?</li> </ol>

	14. How are the current CPTD activities enabling you to improve and build on your current skills and abilities as a teacher?
What are the views of teachers regarding IQMS and CPTD implementation?	15. How have you been involved in CPTD activities after the evaluation of the IQMS? 16. Do you think that there is a link between your development and your evaluation as a teacher? 17. How are the development activities preparing you for the challenges you face as a teacher?
Views of teachers on how their evaluation is related to their development.	18. Do you feel that the measures used in your evaluation as a teacher are sufficient in providing you with professional improvement? 19. How would you explain your involvement in the academic and professional improvement in you your role as a teacher? 20. Explain how you feel about the effectiveness of the quality measurement of teachers. 21. How would you view your understanding of the current evaluation of teachers through the use of the IQMS? 22. Do you feel that the SMT provides the necessary type of professional development activities to develop you to meet the IQMS Performance Criteria?
General information.	23. Is there anything you would like to add regarding your views on the adequacy of your education as a teacher? 24. Based on your experience and opinion as a teacher, do you feel that Continuous Professional Teacher Development is necessary?

**Interview Questions to SMT members:**

Introduction	<ol style="list-style-type: none"> <li>1. Please identify what the School Management Team consists of?</li> <li>2. What role do you fulfil at your school's SMT?</li> <li>3. How would you explain your involvement as SMT/HoD in the development of teachers?</li> <li>4. How often does the school provide opportunities to teachers for professional development?</li> </ol>
SMT involving SACE	<ol style="list-style-type: none"> <li>5. How do SMTs involve the SACE in their implementation of teacher development activities?</li> <li>- Does the institution where you are employed to consider the goals of the SACE when developing its teachers?</li> </ol>
Implementation of Type-2 activities of CPTD.	<ol style="list-style-type: none"> <li>6. How does the school inform teachers about development activities?</li> <li>7. How does the school decide what activities to provide for its teachers to develop?</li> <li>8. How do you, as an SMT member, ensure that teachers understand how the CPTD operates and functions?</li> <li>9. How often are teachers provided with Type-2 (School-Initiated) Professional Development activities?</li> <li>10. Does this institution provide the activities to teachers for purposes of improving themselves or just because it is required by SACE?</li> <li>11. Does this institution make use of a team that is responsible for the IQMS of teachers?</li> <li>12. What measures are taken after the IQMS assessment of a teacher?</li> <li>- How do you further develop your teachers after their evaluation?</li> <li>13. Do you feel like teachers are receiving appropriate education to prepare them for their daily roles and responsibilities as a teacher?</li> </ol>

<p>Department involvement in CPTD</p>	<p>14. Which departments in this school are involved in the development of teachers?</p> <p>15. How does each department in the school play a role in deciding what type of education and development teachers require?</p> <p>16. Explain how the school gets involved in the CPD of teachers.</p>
<p>Veteran vs. Novice teacher education</p>	<p>17. Do all teachers, veterans, and novice, receive the same type of education?</p> <p>- <b><u>if not</u></b>: How does the school decide what education to provide to which teacher?</p> <p>18. <b><u>if so</u></b>, explain why the SMT provides the same level of Type-2 activities to teachers even though some are more skilled than others?</p>
<p>General</p>	<p>19. Is there anything more you would like to add related to the role of SMTs and the CPD of teachers?</p>



## **APPENDIX C**

### **CONSENT LETTERS**

Dear Madam / Sir

The National Policy Framework for Teacher Education and Development in South Africa (NPFTED) assert that teachers are not as yet been sufficiently equipped to meet the education needs of a democracy in the 21<sup>st</sup> century. A fundamental concern is the failure of the system to improve the quality of teaching and learning in schools. Therefore, creating and maintaining effective schools, strong leadership, and management, linked to teacher professional development activities is needed.

I am a student studying through the University of Pretoria. I am currently enrolled for M. Ed (Masters) in the Faculty of Education. I have to complete a research module and one of the requirements is that I conduct research and write a research report about my work. I would like to ask you for your permission to conduct interviews with your teachers. This is voluntarily and I would like to capture the opinions experiences of your teachers related to how they experience School-Initiated Type-2 Professional Development Activities. The interviews conducted with your teachers and SMT members will have a duration of 25-40 minutes and will only be conducted after school responsibilities so as to ensure that the teacher is not drawn away from their primary role as a teacher. The interview questions will be and semi-structured in its nature, leading to objective responses. You as the principal are allowed to refuse and/or withdraw your teachers anytime during the process of the interview should you feel it necessary. The interviews will be recorded using an audiotape device whereby it will then be transcribed and analysed so that the data can be used to narratively support the recommendations and arguments made in this research study. The data will augment and answer the research questions of this study.

The topic of my research is:

#### **How School-Initiated Type-2 Activities influence Continuous Professional Teacher Development**

The purpose of this study is to understand and determine how teachers experience the implementation of Type-2 Continuous Professional Teacher Development activities in public high schools in the Gauteng province of South Africa.

Name of student: NAJ SMIT

Signature of student:



Supervisor:

Contact number for student: 082 646 6848.

E-mail: dreansmit@yahoo.com

### Consent form

I, \_\_\_\_\_ (your name), agree to provide access to the researcher to the teachers of this school: \_\_\_\_\_ . I understand that the teachers will be interviewed about this topic for approximately one hour at my school, but that will not interfere with school activities or teaching time. The interview will be audio taped to understand and determine how teachers experience the implementation of Type-2 Continuous Professional Teacher Development activities in public high schools.

I understand that the researcher subscribes to the principles of:

- Voluntary participation in research, implying that the participants might withdraw from the research at any time.
- Informed consent, meaning that research participants must at all times be fully informed about the research process and purposes, and must give consent to their participation in the research.
- Safety in participation; put differently, that the human participants should not be placed at risk or harm of any kind e.g. research with young children.
- Privacy, meaning that the confidentiality and anonymity of human participants should be protected at all times.
- Trust, which implies that human participants will not be participant to any acts of deception or betrayal in the research process or its published outcomes.

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Sincerely,

NAJ Smit

Dear Teacher

The National Policy Framework for Teacher Education and Development in South Africa (NPFTED) assert that teachers are not as yet been sufficiently equipped to meet the education needs of a democracy in the 21<sup>st</sup> century. A fundamental concern is the failure of the system to improve the quality of teaching and learning in schools. Therefore, creating and maintaining effective schools, strong leadership, and management, linked to teacher professional development activities is needed.

I am a student studying through the University of Pretoria. I am currently enrolled for M. Ed (Masters) in the Faculty of Education. I have to complete a research module and one of the requirements is that I conduct research and write a research report about my work. I would like to ask you for your permission to conduct interviews with your teachers. This is voluntarily and I would like to capture the opinions experiences of your teachers related to how they experience School-Initiated Type-2 Professional Development Activities. The interviews conducted with your teachers and SMT members will have a duration of 25-40 minutes and will only be conducted after school responsibilities so as to ensure that the teacher is not drawn away from their primary role as a teacher. The interview questions will be and semi-structured in its nature, leading to objective responses. You as the principal are allowed to refuse and/or withdraw your teachers anytime during the process of the interview should you feel it necessary. The interviews will be recorded using an audiotape device whereby it will then be transcribed and analysed so that the data can be used to narratively support the recommendations and arguments made in this research study. The data will augment and answer the research questions of this study.

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- Privacy, meaning that the confidentiality and anonymity of human participants should be protected at all times.
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**Date:** \_\_\_\_\_

Sincerely,

NAJ Smit