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YUNIBESITHI YA PRETORIA

THE PERCEPTIONS, EXPERIENCES AND EXPECTATIONS OF  
EDUCATORS ABOUT THEIR OWN PROFESSIONAL DEVELOPMENT  
IN SCHOOLS

*by*

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## DEDICATION

*This mini-dissipation is dedicated to my wife,  
Linda Mokgaetji Ramoshoana Somo,  
Who made personal sacrifices to ensure that I received an education, and to  
my sons Madimetja and Lesiba Mmakgabo, for sacrificing hours helping me  
with domestic routines tasks while I was engrossed in my studies.*

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## ACRONYMS

IEP	Integrated Education Programme
CPD	Continuous Professional Development
PAM	Personnel Administrative Measure
NQF	National Qualification Framework
IQMS	Integrated Quality Management System
SACE	South African Council of Educators
DoE	Department of Education
PM	Performance Measurement
DA	Developmental Appraisal
SDT	School Development Team
PRESET	Pre-Service Training
INSET	In-Service Training
DSG	Development Support Group
HoD	Head of Department
SIP	School Improvement Plan
SMT	School Management Team
FDP	Foundation Phase Development
ECD	Early Childhood Development
OBE	Outcome Based Education
MT	Master Teacher
RNCS	Revised National Curriculum Statement
PL1	Post Level One



## DECLARATION OF ORIGINALITY

I, Morolong Phineas Somo (student number: 23275953) hereby declare that this mini-dissertation for the degree Magister of Education at the University of Pretoria, has not previously been submitted by me for the degree at this or any other university; that it is my own work in design and execution, and that all materials from published sources contained herein has been duly acknowledged.

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

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



## SUMMARY

Educational dispensation has brought about radical changes in schools, particularly with reference to curriculum changes and delivery, not only internationally but specifically in South Africa. With a move towards the introduction of new curricular in schools, the concept Continuous Professional Development has been revisited and thus has propagated further review on new approaches of teaching and learning, which leads to the need for establishment of school-based professional development of educators to meet the new challenges of curriculum changes.

The school based training of educators should not be seen as short courses or workshops done for the educators, only to be left without a continuous support and guidance. It should be noted that school based educators are part of the community of learners with the shared purpose of ensuring quality learning experiences of all learners, every day, without exception and this is reinforced by the following goals:

- Providing of all school personnel with opportunity of further developing, and enriching their professional skills and knowledge.
- Challenging all school personnel to examine their attitudes and beliefs regarding the capacity of all students at high level, as well as their accountability for continuous improvement in student performance (Fer, 2005:2).

The problem is how to cultivate the culture of school based continuous training and participation of all educators in the programmes.

The Employment of Educators Act offers enormous possibilities for educators' professional development. The principal is tasked with the responsibility of establishing staff development programmes, both school based, school focused and externally directed (Personnel Administrative Measures (PAM) of 1998, as determined by the Minister of Education in terms of the Employment of Educators Act, 1998). It also stress that curriculum delivery is the basic of training in order to effect changes.



This study draws a distinction between short courses and workshops, and continuous professional development. Short courses is about training educators for about three to five days and leave them on their own. Continuous professional development means training educators on regular bases with follow ups after thereafter.

Finally, principals and School Management Teams should ensure that their school based professional development programmes are established at schools and all educators should participate to ensure appropriate curriculum delivery.

## **KEY WORDS**

Continuous professional development  
Induction  
Staff appraisal  
Integrated Quality Management System  
Mentoring  
Staff appraisal  
Pre – observation  
Induction programme  
Mentoring programme  
Integrated Education Programme  
Developmental appraisal  
Staff development teams  
Appraisal panel  
Development Support Group  
Personal Growth Plan  
Staff development programme



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## CHAPTER 1

### BACKGROUND AND OVERVIEW OF THE STUDY

#### 1.1 INTRODUCTION

Educational dispensation has brought about radical changes in South African schools, with particular reference to the provision of quality teaching and learning. To ensure that teaching and learning improves new roles are assigned to school principals, deputy principals and heads of departments. Hence one of the core duties and responsibilities of a principal is the development of staff training/development programmes, both school-based, school focused and externally directed. The principal also has to assist educators, particularly new and inexperienced educators, in developing and achieving educational objectives in accordance with the needs of the school (Personnel Administrative Measures (PAM) of 1999, determined by the Minister of Education in terms of the Employment of Educators Act, 1998). In addition, heads of departments are expected to provide and co-ordinate guidance relating to the latest ideas on the approaches of the subjects, methods, techniques, evaluations, and teaching media in their fields, and effectively convey these to the staff members in their departments (see Personnel Administrative Measures, South Africa (PAM), 1999).

One of the responsibilities of the principal, deputy principal, head of department and post level 1 educator is to participate in agreed school/educator appraisal processes in order to review their professional practice regularly with a view of improving teaching (see Personnel Administrative Measures, South Africa (PAM), 1999). All school-based educators are expected to undergo continuous professional training or development, as they are expected to review their professional practices regularly. These in turn need to be managed because “one of the fundamental ways in which leaders can influence change and improvement is by actively managing professional development. When leaders focus on this role it has an impact on both the school and the people within it” (Cardno, 2006:1).

A learning school is a school that practices learning both as a process and value through which every individual in the school, regardless of position, is committed to being better tomorrow than today (Braham, 1995:5). One of the criteria that characterise the school as a learning organization is a high level of achievement in terms of learners' performance and curriculum delivery. Everard and Morris (1996:242) identify criteria for school effectiveness as the success of the school, as measured by the public opinions of parents, authorities and learners, in relation to the skill required, inter-alia, by the community. Other characteristics of effective schools are strong instructional leadership and staff development. A curriculum that is not properly managed will fail to produce the desired outcomes. According to Glasgow (1997:xxii) curriculum application often becomes haphazard while educators fill school days with activities that do not enhance teaching and learning, thus creating ineffective schools. For the purpose of this study the focus will therefore be on continuous professional development to ensure effective teaching and learning.

In light of these perceptions schools should become sites for the training and development of staff. The staff concerned may be newly qualified educators as well as experienced practitioners whose training needs have been identified and who wish to develop in a way that supports the school development planning (Edwards and Collision, 1996: 44).

Research furthermore demonstrates that all school personnel are part of a community of learners with the shared purpose of ensuring quality learning experiences for all adult, every day, without exception and this is reinforced by the following goals:

- Providing all school personnel with the opportunity of further developing, deepening, and enriching their professional skills and knowledge.
- Challenging all school personnel to examine their attitudes and beliefs regarding the capacity of all students at high level; as well as their accountability for continuous improvement in student performance (Fehr, 2005:2).

The schools should have Continuous Professional Development (CPD) programmes, for educators to improve their professional skills and knowledge regularly, through active participation in these programmes. Lee (2004:47) emphasises that schools should provide educators with more time to grow and should measure what happens as a result of their participation in professional development programmes.

According to Danielson and McGreal (in Albert, *et al.*, (2005:7) principals may focus their professional learning on the needs of the individual educators and the following tracks are proposed as useful for professional development:

- The beginning educator programme, which focuses on the beginning educator that may include mentoring by an experienced educator.
- The experienced educator programme, which focuses on experienced educators for professional development.

Holloway (2003:1) concurs with the above statement, by asserting that educators need access to the appropriate learning opportunities that meet their needs, and a mechanism ensuring that they have support, time and knowledge to implement what they have learnt. Research further suggests that experienced educators need professional support so that they remain in the classroom and thrive. By providing support throughout educators' careers a sustainable pool of highly qualified educators for all learners will be ensured (Holloway, 2003: 1).

According to Jones (2004:16) the principal and heads of departments at schools should be accountable for educator development. Having a knowledgeable and skilled educator is the most significant factor in student learning and should be fostered in multiple ways compatible with the principles of adult learning. Schools and the education department must create the opportunities and sufficient time to enable educators to improve their performance.

It is possible that the manner in which staff development is managed could have a positive or negative impact on effective teaching and learning. In the following paragraph the rationale for the study is explained in more detail.

## 1.2 RATIONALE / MOTIVATION FOR THE CHOICE OF THE TOPIC

The problem under investigation is the professional development of educators in the Foundation Phase in selected schools in the Limpopo Province. The following served as motivation for the researcher to conduct a study on this topic:

When the researcher was appointed as principal of a primary school his first impression of curriculum delivery in the Foundation Phase (Grades 1-3) was that educators are unable to perform their professional duties, such as the creation of a positive learning environment in the classroom; knowledge of curriculum and learning programmes; lesson planning, preparation and presentation; and assessment of learner progress or achievement. This was discovered when the researcher requested the educators responsible for classes in the Foundation Phase to submit their lesson plans and assessment records, but to his surprise no one was able to do it. This created a picture that there was no proper planning, monitoring or teaching in this phase.

In his capacity as the principal of the school, the researcher realised that there was no professional development practice in the school and if it was available, it was not implemented as required. It is the responsibility of the phase expert/head of department to guide or advice, support, train and assesses the educators in his or her department in order to develop them professionally (See paragraph 4.4 (e) (iii) Personnel Administrative Measures, (PAM), 1998).

The situation outlined was reinforced by a short interview that was conducted with two educators from the Foundation Phase. One had been in teaching for two years and the other had been permanently employed for more than ten years. The educators indicated that after they had been appointed they were given classes without any guidance or support. One educator remarked: "I do not have a lesson plan for today because my head will not ask it but I think I need to be guided and monitored so that I should do a proper job". This proves beyond doubt that there was no professional developmental practice at the school because these educators were supposed to be guided and supported by someone experienced as mentioned above.



The researcher asked the head of department if she had a professional development programme for the development of educators in her department. She responded by saying that educators were appointed and given classes and there was no support or personal guidance on lesson planning, presentation, assessment and recording.

This scenario shows that the educators concerned were not professionally introduced to teaching; they were given classes and left alone to deal with a classroom situation without assistance. This led to educators being unable to perform professional activities. The counter part of the problem is whether heads of department know their responsibilities and duties. If they know their duties and have been trained to execute them properly, they will be able to support, guide and advise these educators.

The purpose of the study is therefore to investigate educators' perceptions, experiences and expectations of their own continuous professional development particularly in the Foundation Phase of primary schools in the Limpopo Province. Emphasis will be placed on professional development practices that are generally used in schools. An effort will also be made to determine the availability of professional development programmes in schools to assess whether principals and heads of department full fill the professional development needs of educators

### **1.3 PROBLEM STATEMENT**

It seems as if those educators teaching at schools in rural areas in the Limpopo Province struggle to meet the requirements of the Revised National Curriculum Statement (RNCS) and that some educators experience problems with creation of positive learning environment in the class; knowledge of curriculum and learning programmes; lesson planning, preparations and presentations; assessment of learners as well as the recording of the assessment results. The current situation experienced by the researcher could be due to the cascading model of professional development (training of one educator with the aim that she/he should in turn train fellow educators at school) used by departments of education. In practice this means that the head of department or master educator is trained by a curriculum advisor of the department or non governmental organisations. Similarly, the head of

department or master educator is responsible for the training and development of the educators at school level. If this training as part of the professional development of educators is not properly managed it could have a negative effect on the professional development of educators and the academic achievement of learners. Another reason for the current situation observed by the researcher could be a lack of training of principals and other senior management staff in the use of professional development practices.

The problem statement revolves around the following critical questions:

- Which professional development practices are used in schools?
- What are the perceptions, experiences and expectations of educators and heads of department regarding professional development in schools?
- Which guidelines could be used to ensure effective professional development in schools?

Having demarcated the research problem, it is now necessary to state the objectives of this research.

#### **1.4 AIMS AND OBJECTIVES OF THE RESEARCH**

In view of the problem formulated above, the general aim of this research project is to investigate how educators perceive, experience their own professional development in order to achieve this general aim the following objectives need to be realized:

- Determining professional development practices used in schools.
- Determining the perceptions, experiences and expectations of educators and heads of departments regarding their professional development.
- Making recommendations for the implementation of professional development programmes in schools.

## **1.5 RESEARCH DESIGN AND METHODOLOGY**

A qualitative research design is appropriate for this study because a naturalistic method is used to collect the required data about the perceptions, experiences and expectations of educators about their own professional development in schools. The qualitative research design examines one phenomenon of interest in depth at the selected site or sites for the sake of a better understanding of that phenomenon, regardless of the number of participants, social scenes, processes and activities (McMillan & Schumacher 2001:396). The phenomenon of interest in this study is to determine the perceptions, experiences and expectations of educators about their own professional development at rural schools in the Limpopo Province.

Research design refers to a plan for selecting subjects, research sites and data collection procedures to answer the research questions. The design will show which individuals will be studied, and when, where and under which circumstances they will be studied (McMillan 1993:157). It is important to choose an appropriate method for research. Every inquiry is unique and each research project will have a different approach, methodology and methods. The interpretative constructionist theory will be used for data collection and analysis.

### **1.5.1 Literature review**

Bless and Higson-Smith (1995:22) define literature review as “a process of reading some background information that has been published and appears to be relevant to the research topic.” In the study of literature, relevant data pertaining to the study will be gathered from both primary and secondary sources, critically examined and evaluated and objectively recorded. The research relies on the descriptive method of study in which the researcher describes the problem as it prevails during the period of research.

For this purpose, the researcher will make a careful selection and of books, journals, papers read at conferences, departmental circulars and governmental publications as well as acknowledge the contributions of other researchers to the research problem.

Ary, Jacobs, and Rezavich (1990:68) identified the following important functions of a literature review:

- Acknowledgment of related literature enables investigators to define the frontiers of their fields.
- A thorough review of related theory and research enables researchers to put their questions in perspective.
- Reviewing related literature helps researchers to limit their questions and to clarify and define the concepts of the study.
- A critical review of literature often leads to insight into reasons for contradictory results in an area.
- Through studying related research, investigators learn which methodologies have proven useful and which seem less promising.
- A thorough research search through related research avoids unintentional application of previous studies.
- The study of related literature places researchers in a better position to interpret the significance of their own results.

All these functions will help the researcher to realise the aims of the research project, achieve the anticipated objectives and get answers to most of the critical questions.

### **1.5.2 Qualitative research methods**

Tutty, Rothery and Grinnel. (1996:4) describe qualitative research as the study of people in their natural environments as they go about their daily lives. In this field of study, the qualitative research method will be employed in response to the demand of the research problem.

Qualitative research is concerned with abstract characteristics of events, the meaning given to events by participants. The research takes place in the normal context in which the participants find themselves everyday, as very important in qualitative research.

Qualitative research focuses on the “lived experiences”, all its aspects. It attempts to:



- describe qualities of events;
- interpret meanings and relationships among these events;
- measure the importance of events in the larger picture of educational concern;
- ground these appraisals on explicit social values and human interests (Kincheloe, 2003:189-190).

Qualitative research includes some distinctive characters such as aims that are directed at providing an in-depth and interpreted understanding of the social world of research participants by learning about their social and material circumstances, their experiences, perspectives and histories (Lewis & Ritchie, 2003:3). The researcher will use the following qualitative research data collecting techniques to gather information in the selected schools.

### **1.5.3 Interviews**

Interview is when a researcher talks to someone with the purpose of obtaining information (Hitchcock & Hughes, 1989:153). An interview is according to Nieuwenhuis (2006:22) a two way conversation where the interviewer asks the participants questions to collect data and to learn about the ideas, beliefs, views, opinions, and behaviour of the participants. The aim of the qualitative interviews is to “see the world through the eyes of the participants” and the interview can be a valuable source of information, provided it is used correctly. The aim is always to obtain rich descriptive data that will help one understand the respondent’s construction of knowledge and social reality. If the interviewee thinks the topic is important and trusts the interviewer, the person is normally willing to share information with the researcher that he will not be able to collect in another way.

The researcher will have the opportunity to get to know the educators quite intimately, so that he may really understand how they think and feel about continuous professional training and development (Kelly & Terre Blanche, 1999:128).

To ensure that the respondents talk to researcher in some depth about their perceptions and experience the investigator will use semi-structured interview and

some questions relating to their perceptions, experiences and expectations about their professional development in their own schools will be jotted down in advance (Kelly & Terre Blanche, 1999:128). Semi-structured interview is commonly used in research projects to corroborate data emerging from other data sources. It seldom spans a long time period and usually requires that the respondent answers a set of pre-determined questions. It does allow for the probing of and clarification of answers.

#### *1.5.3.1 Individual interviews with heads of department*

The first step will be to conduct individual interviews with heads of departments at the selected schools. The researcher will use semi-structured questions. The aim will be to determine their perceptions, experiences and expectations regarding professional development in their departments. The value of applying a semi-structured individual interview with a schedule is that the interview is flexible and adaptable allowing the interviewer to make a true assessment of what the participant believes in. Although flexible, data are obtained relatively systematically which makes it easy to compare and analyse data in order to interpret clearly (De Vos, 1998:299). The value of this interview structure is to provide a systematic collection of data (McMillan & Schumacher 2001:444; Borg & Gall 1996:306).

#### *1.5.3.2 Group interviews with post level one (PL1) educators*

In a group interview a group of respondents are asked a set of semi-structured questions without debating or arguing about the responses being generated. Group interviews are based on the assumption that group interaction is productive in widening the range of responses, activating forgotten details of experience, and releasing inhibitions that may otherwise discourage participants from disclosing information. Many researchers argue that group interviews produce data rich in detail that are difficult to achieve with other research methods, but it may happen that some participants experience groups as threatening and the researcher should be attuned to this possibility by observing the group process carefully (Nieuwenhuis, 2006:26). Its purpose is for the researcher to listen and gather information on how a group of selected people feel or think about an issue, product, or service (Casey & Kruger, 2000: 4). The emphasis will be on understanding participants' perceptions,

experience, and expectations regarding their own professional development (Birmingham & Wilkinson, 2003: 90).

The researcher will make use of semi-structured questions which may be followed by the probing strategies to clarify any uncertainties about the given answers: Detailed-oriented probes to ensure that the researcher understands the 'who', the 'where', and the what given by the respondent. Clarification probes may be used to check the researcher's understanding of what has been said (Nieuwenhuis, 2006:26).

### 1.5.3.3 *The observation of individual educators in their classrooms*

Observation is the systematic process of recording the behavioural patterns of participants, objects and occurrences without necessarily questioning or communicating with them. Observation is an everyday activity whereby we use our senses (seeing, hearing, touching, smelling and testing) – but also our intuition – to gather bits of data. As a qualitative data gathering technique observation is used to enable the researcher to gain a deeper insight into and understanding of the phenomenon being observed. The risk of course is that observation by its very nature is highly selective and subjective. We seldom observe the whole of a situation but tend to focus on a specific event/object within the whole, thereby cutting us off from the whole. The researcher should therefore be conscious of his/her own biases and design ways and means to deal with it. In qualitative research we also accept that the researcher can learn the most by participating and/or being immersed in the research situation being observed (Nieuwenhuis, 2006:21-22).

#### ***Types of observation***

Although four types of observations are used in qualitative research namely, complete observer, observer as participant, participant as observer and complete participant the researcher will in the light of the research aim make use of the observer as participant.

The observer as participant – i.e. the researcher gets into the situation, but focuses mainly on his/her role as observer in the situation. The researcher may look for

patterns of behaviour in a particular school or classroom to understand the assumptions, values and beliefs of the participants and to make sense of the social dynamics – but the researcher remains uninvolved and is not influence the dynamics of the setting.

The researcher will observe educators while teaching in their classrooms. This will enable the researcher to understand the impact of professional development practices or a lack thereof, in the classroom fully (Birmingham & Wilkinson, 2003:116). Classroom observation will last one hour (60 minutes) per educator, as this will yield an abundance of data which could help the researcher to determine to what extend departmental policy and the planned professional development strategies of the school are implemented in the classroom (Birmingham & Wilkinson, 2003:121).

The following will be observed:

- The creation of a positive learning environment;
- Implementation and knowledge of the curriculum and learning programmes;
- Lesson planning, preparation and presentation; and
- Learner assessment/achievements

The researcher wants to observe how departmental policies and the planned professional development strategies in the selected schools are implemented in the classrooms. Observation will be preceded by short interviews with each of the observed post level one educator's.

#### *1.5.3.4 Individual interviews with post level 1 educators*

Individual interviews will be conducted with each of the post level one educators who will be observed in their classrooms. The researcher will use semi – structured questions. The aim of the research will be to determine experiences of post level one educators regarding professional development in their own department.

The data of both the individual interviews as well as group interviews will be tape recorded to avoid note-taking by the researcher which will change the form of data



because data is captured in its natural form, through face-to-face intervention. This will also allow the researcher to devote his attention to the interviewee and to probe in-depth to obtain accurate verbatim records of the interview, and capture the language used by interviewee including their hesitations and tone for more details (Lewis & Ritchie, 2003:142 & 146).

#### 1.5.3.5 *Documents*

According to Nieuwenhuis (2006: 19-20) it is important to distinguish between the literature review of a study and using documents as part of data gathering strategy. The two do overlap in the sense that they both deal with data sources in some or other written format, but including document analysis as part of gathering strategy is something distinct from the literature review that all researchers involve themselves in during a research project.

When documents are used as a data gathering technique the approach focuses on all types of written communication that may shed light on the phenomenon that is investigated. Written data sources can include published and unpublished documents, company reports, memoranda, agenda, administrative documents, letters, messages, faxes, newspaper articles or any document that is connected to the investigation.

The researcher will analyse the minutes of the staff meetings and to see if issues relating specifically to professional training and development of educators have been recorded and to find out how these were implemented. Secondly, the minutes of school management team, phase or department and grade meetings will be looked at to determine if matters relating to the planning and implementation of the professional training and development of educators in the department were recorded. Thirdly, written reports by master educator or educators after attending short courses and workshops relating to planning and implementation of the professional development of educators will be looked at.

## 1.6 PARTICIPANTS AND SAMPLING

A sample is a group of individuals who will participate in the research. A sample is selected from a population, which is a larger group in a particular environment. The purpose of sampling is to get a manageable group for research purposes. Sampling is used in qualitative research in the selection of interviewees (Krathwohl, 1998:160). According to Schumm *et al.*, 1996:58) purposive sampling is a procedure by which the researcher selects a subject or subjects based on predetermined criteria about the extent to which the selected participants could contribute to the research study.

The participating schools will be selected from the Modimolle District (Mokopane Circuit) in the Limpopo Province. The researcher will select three primary schools from Mokopane Circuit which have heads of departments for their Foundation Phases. Based on convenience, the four primary schools will be selected as sites for an in-depth collection of data.

Individual interviews will be conducted with the heads of department responsible for the Foundation Phase of the selected schools. Each Head of Department will represent a primary school in the sample. The aim with interviewing the Heads of Department is firstly to collect information on how they experience, perceive and expect their own professional development after been appointed as head of department and secondly to determine how they implement staff development methods in their departments.

The group interviews will be conducted with nine post level one educators who are teaching in the Foundation Phase of the three selected schools. The three educators from each selected school will represent educators who teach Grades 1, 2 and 3 classes.

From the group of nine educators one educator per school will be chosen for classroom observation and each will represent grades 1, 2 and 3 respectively. After the classroom observation the three educators concerned will also be interviewed.



## 1.7 DATA ANALYSIS PLAN

### 1.7.1 Interview analysis

The researcher will personally analyse the data because this will provide the researcher with an advantage of having insight and in-context knowledge about the research and enable him to establish a variety of important links between the research questions, aims and data gathered (Litoselliti, 2003: 85).

After each individual and group interview at a selected school the researcher will immediately analyse the data before the next interview. This will be followed by transcription, where the research will systematically go through the data, typically line by line, and write a descriptive code by the side of each of the data (Cohen, *et al*, 2000: 283).

Secondly the researcher will make an analysis of each of a series of individual and group interviews to help determine the number and focus of subsequent meetings and to revise the topic guide lines or moderate the techniques in the light of the gathered information. He will also allow a few days between the individual and group interviews at a selected school, in order to be able to carry out some analysis of each discussion before the next interview (Litoselliti, 2003: 87).

The researcher will identify those substantive parts in the transcript that relate to the research questions as well as new topics or issue and classify or code them (Litoselliti, 2003: 90). He will modify the wording of category headings, shift the content of the categories, add new categories and evaluate the interpretations many times during the process.

All participants' comments will be examined, looking for the most important themes, issues and ideas. Trends and patterns in the content of each discussion and similarities and differences across a number of different groups on the topic will be analyzed (Litoselliti, 2003: 91).

The data will be examined in depth, paying attention to the tapes, including those of the follow up interviews, documents, and observation feedback and field notes.

The in-depth analysis of the interviews and group data will provide answers to the following questions

- Were the objectives achieved?
- What was confirmed and what was challenged by the findings?
- What new ideas emerged? (Litoselliti, 2003: 94).

### **1.7.2 Observation analysis**

After the collection of data from classroom observation analysis will take place. The criteria will be to check if the educator is able to:

- Create a positive learning environment in a classroom
- Implement curriculum and learning programmes
- Do lesson planning, preparation and presentation and presentation
- Assess learners

### **1.7.3 Document analysis**

Documents relating to professional development will be analysed.

## **1.8 VALIDITY AND RELIABILITY**

### **1.8.1 Validity of qualitative design**

Validity refers to the degree to which the explanations of the phenomena match the realities of the world (McMillan & Schumacher, 2001:407). In qualitative research, claims of validity rest on the data collection and analyses techniques and on the extent to which these techniques are clearly explained. According to McMillan and Schumacher (2001:407-408, qualitative researchers commonly use a combination of any of the following ten strategies to enhance design validity: Prolonged field work, multi-method strategies, participant verbatim language, low-inference descriptors, multiple researchers, mechanically recorded data, participant researcher, member checking, participant review, and negative cases or discrepant data.

To ensure validity of this study, a combination of four strategies were used, namely participants' verbatim accounts were collected through the individual and group interviews and these verbatim accounts will be mechanically recorded (McMillan & Schumacher, 2001:408). The two other strategies that were used are observer as participant (classroom observation by the researcher) and document analysis.

### **1.8.2 Reliability of qualitative design**

Reliability of qualitative research design refers to the extent to which other researchers would arrive at similar results if they studied the same case using exactly the same procedures (Borg & Gall, 1996:572). According to Krathwohl (1998:435), reliability refers to the consistency of an instrument in measuring whatever it measures. In a qualitative research paradigm, however, reliability is interpreted as trustworthiness and the degree of transferability of findings (De Vos, 1998:348).

To ensure the trustworthiness of this research the model of Guba (De Vos 1998:348) will be applied. Audio recordings and original transcripts of the semi-structured individual and group interviews were carefully stored. An accurate record of dates, time and persons involved were recorded. The data was transcribed from the audio-cassettes and coded according to categories and questions. The data was corroborated with the participants. Classroom observations and document analysis were used to verify the data collected from the interviews.

## **1.9 ETHICAL ASPECT OF RESEARCH**

Cavan as cited by Cohen and Manion (1994:359) explains ethics as "a matter of principled sensitivity to the rights of others". Being ethical limits the choice we can make in the pursuit of truth. Ethics say that while the truth is good, respect for human dignity is better, even if, in the extreme case, the respect for human nature leaves one ignorant of human nature. According to De Vos (1998: 240) ethics is a set of moral principles that are suggested by an individual or group, are subsequently widely accepted and offer rules and behavioural expectations about the most correct conduct towards experimental subjects, respondents, employers, sponsors, other researchers, assistants and students. Ethical guidelines are standards and the basis

upon which the researcher ought to evaluate his/her own conduct. Ethical principles need to be internalised in the personality of the researcher to such an extent that ethically guided decision-making becomes part of his/her total life style. The researcher in this study will be guided by the following ethical guidelines:

### **1.9.1 Voluntary participation**

According to Trochim (2001: 24) the principle of voluntary participation requires that people are not forced into participation in research. Subjects need to participate voluntarily and without any pressure or manipulation. Closely related to voluntary participation is the aspect of informed consent.

### **1.9.2 Informed consent**

Diener & Crandal in Cohen & Marion (1994: 350) define informed consent as “procedures in which individuals choose whether to participate in an investigation after being informed of facts that would likely influence their decisions”. The definition involves four elements: competence, voluntarism, full information and comprehension.

Informed consent is the knowing consent of individuals to participate as an exercise of choice, free from any element of fraud, deceit or similar unfair inducement or manipulation (Farnham & Pilmlott, 1995: 47).

According to Trochim (2001: 24) informed consent means that prospective research participants are fully informed about the procedures and risks involved in research and must give their consent to participate. Informed consent implies that all possible or adequate information on the goal of an investigation and the credibility of the research should be rendered to potential subjects. Informed consent is necessary even if the subjects do not listen to explanations or are not interested in knowing (De Vos, 1998: 26).

### **1.9.3 Betrayal**

Cohen & Manion (1994: 368) say, the term 'betrayal' is usually applied to those occasions where data disclosed in confidence are revealed publicly in such a way as to cause embarrassment, anxiety, or perhaps suffering to the subjects or participant disclosing the information. It is a breach of trust, in contrast to confidentiality, and it is often a consequence of selfish motives of either a personal or professional nature. In this research participants will not be betrayed in any way.

### **1.9.4 Deception of respondents**

De Vos (1998: 27) states that this is a deliberate misrepresentation of facts in order to make another person to believe what is not true. It refers to withholding of information or offering incorrect information in order to unsure participants or subjects when they would otherwise possibly have refused it. The researcher should not deceive the respondents and if it happens inadvertently, it must be rectified immediately.

### **1.9.5 Confidentiality and anonymity**

According to Trochim (2001: 24) confidentiality and anonymity are two standards that help to protect the privacy of research participants. For Farnham and Pilmlott (1995: 48) confidentiality is an active attempt to remove from research records any element that might indicate the subjects' identities while and anonymity means subjects' correct names are not exposed. Trochim (2001: 24) further indicates that participant confidentiality assures the participant that identifying information will not be made available to anyone who is not directly involved in the study.

Cohen & Manion (1994: 366) say, "The obligation to protect the anonymity of research participants and to keep research data confidential is all-inclusive. It should be fulfilled at all costs unless arrangements to the contrary are made with the participants in advance". Anonymity is a stricter standard that means that the participants will remain anonymous throughout the study, even to the researchers themselves.

### **1.9.6 Securing data/right of privacy**

Farnman & Pilmott (1995: 48) state that records must be intentional precautions to ensure that information does not accidentally fall into the wrong hands or become public. In this study, precautions will be taken to ensure that research-related information is not carelessly discussed. In this study the researcher will abide by the ethical code to ensure that nothing is left to chance.

Cohen & Manion (1994: 365) state the right to privacy “extends to all information relating to a person’s physical and mental condition, personal circumstances and social relationships which are not already in the public domain. It gives the individual or collectivity the freedom to decide for themselves when and where, in what circumstances and to what extent their personal attitudes, opinions, habits, eccentricities, doubts and fears are to be communicated to or withheld from others”. In this study information is going to be highly guarded and the subjects’ right of privacy is going to be respected.

### **1.10 ACKNOWLEDGING THE LIMITATIONS OF THE RESEARCH**

This research is limited to the Modimolle District in the Mokopane Circuit in the Limpopo Province. The research will focus primarily on the perceptions, experiences and expectations of educators and heads of departments regarding the professional development in the Foundation Phase of primary schools in the Limpopo Province. An important limitation is that although individual interviews and group interviews will be used to collect data, not everyone will be involved. A limited number of heads of departments and educators will be interviewed.

A disadvantage is over the fact that the group will be composed of individuals who already know one another and they may feel reluctant to speak frankly to one another. For this reason three different heads of departments and group of post level one educators will be sampled from selected schools. From a practical point of view group is relatively inexpensive, data-rich and versatile. For the reason that the purpose of the research is to gain an insight into perceptions, experiences and expectations of heads of departments and educators regarding professional development of educators, group interview will provide a relatively natural, relaxed



and secure setting in which participants are encouraged to share both positive and negative comments (Birmingham & Wilkinson, 2003: 109).

Irrespective of these limitations the main problem of the study will be researched and answers and objectives will be realised. The limitations will not have any influence on the research as a whole, but are necessary in outlining the scope and coverage of the research. For further research it will be interesting to repeat the study with a larger sample and to use quantitative approach in order to generalise the results.

## **1.11 STRUCTURE OF THE RESEARCH**

To answer critical questions emanating from the research problem and achieve the objectives of the research, this study is divided into the following chapters:

### **Chapter 1**

#### **ORIENTATION**

Overview of the study: This chapter deals with the background to the nature of the problem to be addressed, the research design and methodology.

### **Chapter 2**

This chapter provides a brief summary of the literature review on continuous professional development from international and local perspective.

### **Chapter 3**

This chapter comprises data collection and detailed analysis and interpretation of data.

### **Chapter 4**

This chapter deals with the synthesis of the findings and presents recommendations.

## CHAPTER 2

### LITERATURE REVIEW: THE MANAGEMENT OF PROFESSIONAL DEVELOPMENT PRACTICES IN EDUCATION

#### 2.1 INTRODUCTION

Professional development should be a critical concern of educational leaders. This is not just a possibility but a real proposal given world-wide changes brought about as a result of reform that has developed considerable autonomy and responsibility to school leadership level. Gronn as quoted in Cardno (2006: 2) asserts that the predominant feature of educational management observable at the turn of the millennium is the degree to which sweeping systematic reform introduced school self-management in both developed and developing nations. In its train, this reform movement has highlighted two issues. Firstly, the significant role played by school principals, resulting in a new internationally notable priority which is professional development of the school leaders themselves. Secondly, these reforms have inevitably focused on policy that relates to the performance of staff and this in turn has resulted in a spotlight being shone on the twinned practices of performances appraisal and professional development (Cardno, 2006:2).

It is timely now for educational leaders to revisit research that has unequivocally pinpointed the key ways in which principals can influence and improve teaching and learning, which is, after all the core task. Literature repeatedly confirms that a principal wishing to exert professional leadership that impacts on professional development as achieving this (Blasé & Blasé, 2000; Cardno & Collet, 2004; Day 1999 in Cardno, 2006:2).

In the following paragraphs a literature review will be given about Continuous Professional Development (CPD) from international and local resources.

## 2.2 CLARIFICATION ON CONCEPTS

### 2.2.1 Continuous professional development

It is any professional development activities engaged by the educators which enhance their knowledge and skills and enable them to consider their attitudes and approaches to the education of the children, with a view to improve their quality of teaching and learning Bolam (in Bubb and Earley, 2004: 4). Bubb and Earley (2004: 4) further define it as ‘an ongoing process building up initial teacher training and induction development and training opportunities throughout a career and concluding with a preparation for retirement.

Continuous Professional Development (CPD) is a learning process resulting from meaningful interaction with the context (both in time and space) and eventually leading to changes in teacher’s professional proactive (action) and in their thinking about that practice and this can be described using the following five components:

- Self–image: Refers to the way educators typify themselves as educators.
- Self–esteem: Encompasses educators’ personal evaluation of themselves. How well am I doing as an educator?
- Co native: It includes the personal motives that make educators choose their job, stay in it or give it up for another career.
- Task perception: It involves an educator’s personal answer to the questions: What must I do to be a proper educator? What are the essential tasks I have to perform in order to do well? What do I consider as legitimate duties to perform and what do I refuse to accept as part of my job?
- Future perspective: The educator’s articulated expectations about the future development of the job and the way they feel about it (Day & Sachs, 2004: 220).

The above components of CPD of an educator may help the individual to develop as they emphasise the need that an educator should be reflective on her/his performance (teaching and learning).



### **2.2.2 Development**

Development indicates forward motion, links activities and events in coherent ways, considers people as individuals at varying stages of expertise, and focuses attention on working toward an end in view, of a vision of the possible (Lieberman & Miller, 1991: 247). According to Evans (2002: 131) there are two dimensions of educator development: attitudinal development and functional development. The former refers to the process whereby educators' attitudes to their work are modified and the latter as the process whereby educators' professional performance may be improved. Functional development includes learning new ways of working; learning how to apply new processes within one's practice; for example, how to be more productive, and the intellectual change focus within attitudinal development may incorporate the enhancement of understanding or the increase of knowledge which is generally acceptable as a product of learning (Evans, 2002: 132).

### **2.2.3 Induction**

The word "induction" is derived from the Latin word "inducere" which means 'to guide into Cole & McNay (in Buchner, 1997: 88). The induction phase can be described as a formal phase where the educator is introduced to the practice of teaching. The aim is to facilitate the change from student to educator, thus ensuring that the educator not only survives the rigour of the first year, but more advanced effective and professional activities Cole & McNay (in Buchner, 1997: 88)

### **2.2.4 Staff appraisal**

It is the programme used to identify educators' professional needs in order to help them to reach their potential by improving skills and performance through appropriate methods and this is essential as educators need to improve their knowledge and skills continuously and to keep abreast of developments in education in general ( Prinsloo, 2003:213).



### **2.2.5 Performance measures**

These are the instruments used to evaluate educators for salary progression, grade progression, affirmation of appointments and rewards and incentives (Integrated Quality Management System (IQMS), DoE 2003: 3)

### **2.2.6 Educator**

In terms of the Employment of Educators Act, 76 of 1998, it means any person who teaches, educate or train other persons or who provides professional services, including professional therapy and educational psychological services, at any public school, further education and training institution, departmental office or adult basic education centre and who is appointed in a post on any educator establishment.

### **2.2.7 Staff**

It is the core group of professionals who are participants in the process of teaching and learning and situates them in a meaningful context, school (Lieberman & Miller, 1991: 247).

### **2.2.8 Development teacher education**

It is defined as all the professional training or education received by the serving educator, excluding education leading to initial teacher certificate, e.g. pre-service or in-service sub-degree teacher certificate, or the postgraduate certificate of education (Ho Ming, 2003: 658).

### **2.2.9 Mentoring**

Mentoring is the process by which a trusted and experienced person takes a direct and personal interest in the development and education of younger or less experienced teachers Arinkrupt (in Karen, 2003: 1). The role of a mentor is defined as teacher, sponsor, councillor, guide and role model, with “true” mentoring encompassing all these roles. The mentoring relationship should be guided by the learning goals of the mentee. If the mentee is not ready to assume that responsibility, the first job of the mentor is to nurture the mentee’s self direction

abilities. The mentee determines what he or she wants to learn and sets goals (Ridout, 2006:42).

## **2.3 AN INTERNATIONAL VIEW OF CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)**

International research according to Day and Sacks (2004:150) remind us that during the 1960s and 1970s 'in-services education', then known as 'professional development' was predominately aimed at keeping individual teachers up to date with the latest changes and developments in discipline, content or pedagogy and such 'in service education' was usually organised either by the state-based education systems or by professional associations. The most common formats were one day or half day workshops, held at a site remote from the classroom, with little follow-up to support educators or to evaluate the effectiveness of the programme in bringing about change in schools. To understand Continuous Professional Development (CPD) it is vital to look at research which was done in the following countries.

### **2.3.1 Australia**

According to Day & Sachs, (2004:154), Australia in the 1990s introduced the Quality Teacher Programme, which aimed at the enhancement of skills and competencies, defined by the employer and relating to productivity improvement (improvements in learning) or a broader notion of a professional community, in charge of their own development.

Through the late twentieth century (Day and Sacks, 2004:158) noted a number of themes for successful professional development in which educators participated and the most important of these were the following:

- Relevance to the needs identified at the school level by the educators.
- Control of the professional development programme by participants.
- Access to expertise to facilitate learning rather than deliver programmes.
- Adoption of collegial and collaborative programme organisation.

- Action learning principles (that is, development is a learning process, which is in turn grounded in investigations of practice and critical reflection upon change processes).
- Longer time-frame to allow development through cycles of action and reflection.
- Acknowledgement of the need for school reform and restructuring as a basis of improvement as well as professional development and change.

The implication is that whatever professional development is introduced at schools, it may be informed by the experiences and views of the educators at school and needs of the school.

Day & Sachs (2004:160 & 161) further state that the 'Quality Teacher Programme' affirms the value of professional development, which is identified and implemented within the school context to meet the needs of their educators and learners. Continuous improvement of professional practices is informed by practitioner relevance, professional control, expert facilitation, collaborative and collegial organization, action learning and cyclical programme development were all themes that continue to inform the development of educators. To effect continuous improvement of professional development in schools, they propagate the following drivers.

#### *2.3.1.1 Drivers of CPD*

For successful CPD there are two drivers (Day & Sacks, 2004:163) for professional development of educators which are:

- Systemic drivers, that are concerned with the provision of appropriate professional development programme for the teaching force as a whole or for a subgroup within it.
- Personal drivers recognise life histories, personal circumstances and career trajectories as prime determinants of receptiveness to and enthusiasm for professional development. The personal engagement and commitment is

increasingly being fostered through stronger accountability for student outcomes and for professional standards.

The involvement of educators in the professional development programmes that have direct impact on them is important, as this will give them opportunity to have a say in their own development and they may feel that they are part of the programme. “If we expect educators to do better job and to improve education, the needs perceived by in-service and pre-service educators for their professional development should be accounted for when planning future educator training and preparation programmes” (Cha, Kang, Noh, 2004: 1286).

### **2.3.2 Japan (Hong Kong)**

According to Ho Ming (2003: 660) external Continuous Teacher Education (CTE) is generally provided by an Education Department (ED) together with tertiary education while school-based teacher development is mainly the responsibility of the school in Hong Kong. Perhaps due to the limited amount of resources allocated, the Education Department (ED) exerts little control and adopts a laissez-faire approach to school-based CTE programmes. Generally speaking, there are no central requirements or directions on how the school organises school-based teacher development. As a result, the variation among schools is significance, ranging from almost no provision at all to highly systematic and innovative programmes. The majority of the schools regards school-based CTE as a peripheral issue and is satisfied with the marginal role in teacher development. (Ho Ming, 2003: 161-167) supplies the following characteristics of CTE in Hong Kong:

- **Peripheral approach**

In this approach funding is required to cover the trainers’ or consultants’ fees, supply (relieving) educators, as well as the costs related to traveling, venues etc. In addition to financial resources, time is also important for educators who are faced with heavy teaching loads and are inundated with waves of educational reforms. Educators must be provided with ‘space’ to secure their environment in CTE, for example, in terms of sabbatical leaves, ‘Baker days’, etc. Human resource is also essential;



personnel specifically responsible for the formulation, coordination and implementation of educator development policies and procedures are needed. The provision of such financial and human resources and of time is costly and requires a high level of commitment.

- **The ad hoc approach**

In the provision of CTE, a long-term, visionary policy and strategic planning which guides or directs its advancement are also imperative. Relevant regulations or guidelines stipulated in the policy may help to ensure that educators will not be deprived of the opportunities for CTE. This requires determination and commitment from the government, which may have to face resistance or pressures in the course of the formulation or implementation of such policies, from school sponsoring bodies, teachers' unions and professional bodies and the like.

- **Policy-led and provider-led**

The current provision of CTE in Hong Kong apparently addresses issues mainly at the system level. Many of the programmes conducted by the Education Department or commissioned out are principally policy-related and not directly related to the needs of individual educators or schools. Generally speaking, the provision of external CTE in Hong Kong adopts a general approach without catering for the needs of individual educators and schools. It is not uncommon to find that greenhorns and veterans attend the same programme, and that educators from 'B and '5' schools (with learners who are the least academically able and perhaps have the worse discipline problems) and 'B and 1' schools (with the top students) receive the same pastoral care training. Participating educators and schools generally have no say in what should be included in such training.

- **Competence-based and deficit approach**

Traditionally, pedagogical skills and subject knowledge dominated the curriculum in educator education. Such an approach is often welcomed by the educators and

administrators because practical skills and knowledge are ‘understandable to and usable by educators in their own classroom’ and ‘they are clearly organized and packed, and relatively self-contained Hargreaves & Fullan (in Ho Ming, 2003: 662). However, as Day (in Ho Ming, 2003: 662) observes, ‘the possession of competencies is necessary but not sufficient condition in quality teaching’. Attitudes, commitment, educational philosophy, morality and values are necessary qualities which educators need to develop DES 1992 (in Ho Ming, 2003: 663).

According to Smyth (in Ho Ming 2003:663) deficit model, ‘works on the presumption that there are deficiencies in teaching and that they can be “fixed” by requiring that individual educators adhere to a narrow of what comprises teaching. Under its influence Smith (in Ho Ming, 2003: 663) observed that educators are required ‘to be demonstrably more accountable, efficient and effective in producing quality learning.

- **An evaluation of CTE in Hong Kong**

There has been a general belief that an educator who attends courses from teacher training institutes or such like will acquire skills and knowledge, and hence improve his or her competence. Subsequently the enhancement of student learning will be achieved. In reality, there is a big gap between educators attending courses and learner improvement. On the one hand the content of the course is not necessarily useful or related to the needs of educators, schools and students. This is an issue of relevance. On the other hand, even though the course is relevant, teachers still may not apply what they have acquired and bring about change to their schools on their return for various reasons. This is about whether the training has a real impact on the school (Ho Ming, 2003:664).

The danger of these approaches to professional development is that ‘not all new proposals considered by the government aim at improving efficiency’. It has been suggested that educators be given sabbatical leave to attend courses ACTEQ & UGC (in Ho Ming, 2003: 664) with apparent disregard that such a model of CTE is extremely expensive and arguably less cost-effective. The conflicting suggestions for enhancing and lowering efficiency seem to reflect that the government has not yet

formulated any coherent policy in this regard, or perhaps there are more important issues than efficiency on the agenda.

### 2.3.3 England

In England, over ten years ago, the Minister of Education announced changes in initial teacher education; all secondary school teacher education courses would have to situate 80% of their programme in schools. The Teacher Training Agency was created, and inspection of practice, and school culture as well as teacher education courses were managed by the Office for Standards in Education. The one year postgraduate certificate in education, (PGCE), and the four year undergraduate degree resulting in a Bachelor of Education (B.Ed) are now joined by the articulated teacher scheme, (a two-year programme), the graduate teacher scheme (one-year programme) or school centered initial teacher training programmes where student teachers spend 100% of their time in schools (Rodrigues, 2004: 2).

The General Teaching Council in Bubb & Earley (2004: 9 and 10) further argues that educators need CPD opportunities based on three priority areas (see Figure.2.1).

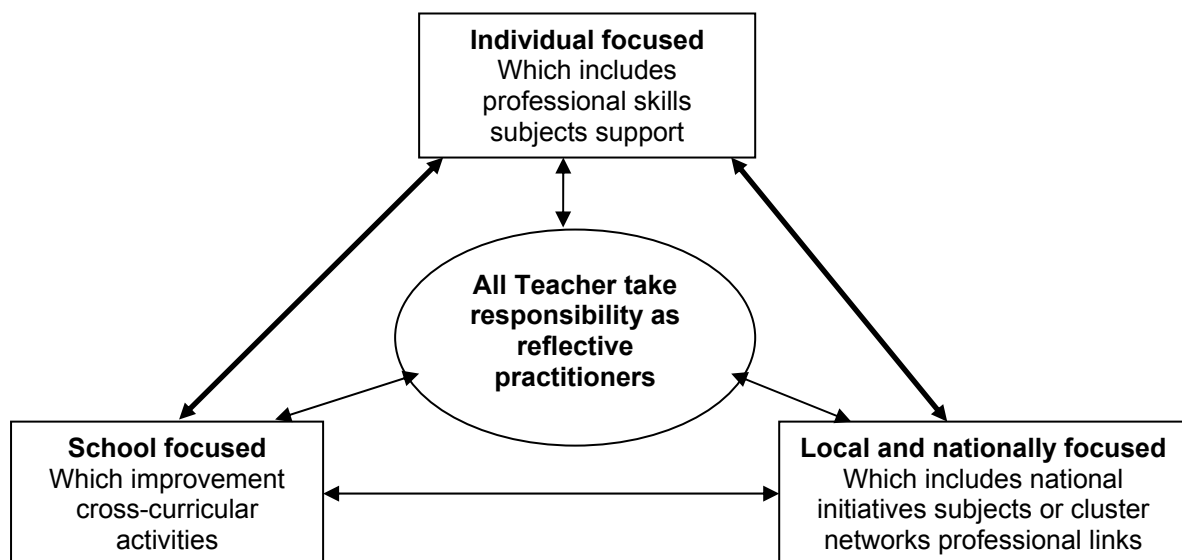


Figure 2.1 Continuing Professional Development Framework Jones (in Bubb & Earley, 2003: 37)

- Individually focused – these activities should focus on an educator’s own needs and be identified by the individual educator as supporting his or her professional development and /or career objectives. Appropriate CPD activities might include attending courses, mentoring, developing a new teaching activity, exchanging ideas and good practice with colleagues and exchange visits.
- School focus – these activities should primarily target the requirements of the school that currently employs the educator. The plan and relevant activities should largely be undertaken during the statutory non-pupil contact days, with additional identified school-focus activities financed from school budgets.
- National focus – these CPD activities would meet the demands of national and local initiatives. They could involve activities organized on cross-school basis such as cluster meetings or around a national priority

Education is primarily the responsibility of the state; it passes the policies which direct the schools to practice activities which will meet the national, school and educators’ needs. Therefore schools involve CPD activities organized on the basis of clustering meetings and around a national priority (The General Teaching Council in Bubb and Earley, 2004: 9).

#### 2.3.3.4 *Managing school-based CPD*

Bubb & Earley (2004: 39) argue that managing the school, be it a small or medium-sized primary school, requires understanding, of among others, the process by which learners best learn and the devising of plans and policies to underpin effective practice. Hence it is crucially important to understand the training and development cycle illustrated in Figure 2.2, and how it impacts on the school.

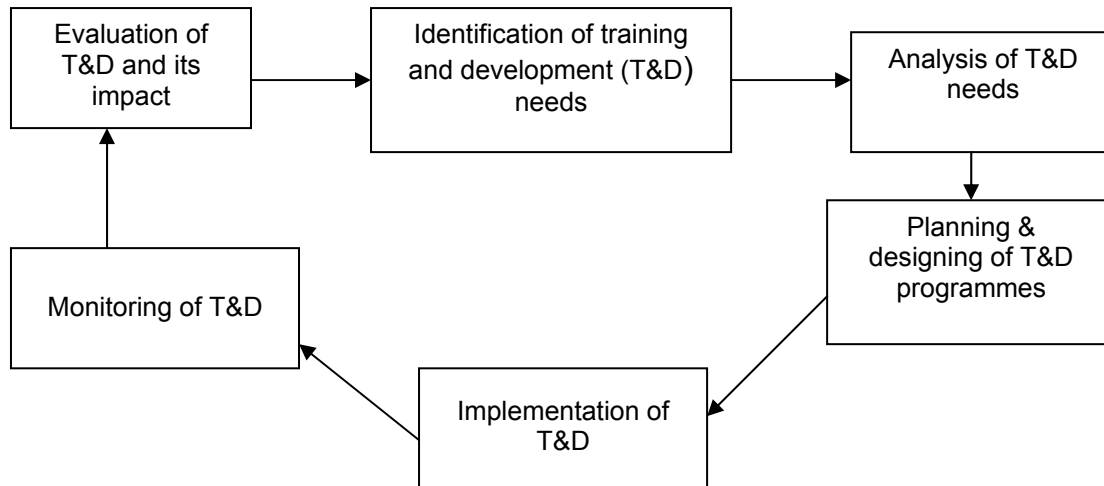


Figure 2.2 Training and Development Cycle

- **Identification of training and development needs:** One of the key issues that CPD coordinators have to consider is managing the tension between the demands of the school (as reflected in the school development plan), the latest government and local initiatives and the needs of the individuals. CPD can only be effective if it is rooted in a commitment to evaluate and move forward the individual's basic teaching competence. Individual and school needs have to be brought together (Bubb & Earley, 2004: 48).
- **Analysis of training and development needs:** The data gathered about training needs, at both individual and school level, will need to be analysed and, most likely, a report written to the principal and governing body. This relate to courses attended, the INSET training that the school runs and the informal ways that relate specifically to the identification of performance management needs ( classification of needs of both school and educators) and programme is identified for development (Bubb & Earley, 2004: 59)
- **Implementation of training and development needs:** These deals with an action plan particularly after an educator has identified her/his strengths and weaknesses in terms of preferred learning styles. Educators should ask themselves:
  - How can I use my strengths to enable me to take advantage of the opportunities I have identified?

- How can I use these strengths to overcome the threats identified?
  - What do I need to do to overcome the identified weaknesses in order to take advantage of the opportunities?
  - How will I minimise my weaknesses to overcome the identified threads?
- 
- **Monitoring:** The monitoring of professional development consists of checking that what has been planned has happened and this can be carried out in a wide range of ways: Reminding educators, asking for progress reports and so on. This includes creating opportunities to talk with colleagues, for the exchange of expertise and the development of professional understanding, will have far greater and more beneficial effects (Bubb & Earley, 2004:77).
  - **Evaluation of training and development needs and its impact.** It encourages educators to be realistic, focused and gives them a well-deserved sense of achievement (Bubb & Earley, 2004: 73). On the one hand, both educator and school's needs should be met. The educator should identify his/her needs and the school organized the courses for the educator, the educator in turn should teach effectively.

The above steps may be followed to effect successful teaching. This framework may achieve its aim is supplemented by the model which follows. Bubb and Hoare in ( Bubb & Earley, 2004: 78 – 80) explain 'Kirkpatrick' model of evaluation as important because it relates to the trainee and the workplace and it can be readily applied to almost every type of the situation and learning process. The levels are:

- Level 1: Reactions. One is trying to learn what participants think and feel about training.
- Level 2: Learning. To determine the extent to which trainees have done the following three things due to training: change their attitudes, improve their knowledge or increased their skills.

- Level 3: Behaviour. One determines if the trainees are using or transferring their newly learned knowledge, skills and behaviour back on the job. What behaviour change because of a training session?
- Level 4: Results. To determine if the training has affected school results or contributed to achievement of an objective.

Firstly, mentor learns what participants think and feel about learning. Secondly, to determine the extent to which trainees have changed their attitudes or improved their knowledge or increased their skills. Thirdly to check trainees if they are using newly learned knowledge and skills at work. Finally you determine if the training has affected school results or contributed to the achievement of an objective. The paragraph that follows illustrates the steps required for an educator to go through for appraisal.

### **2.3.5 Appropriate steps in appraisal**

According to Bubb & Earley (2004: 123) for CPD to be effective at the schools the following steps to evaluate the educator must be taken:

#### *2.3.5.1 Pre-observation*

The school needs to have an action plan that will indicate venues (classrooms), dates and times at which there will be a meeting between an educator and her/his senior to discuss the issues needed during classroom observation. The conditions should be agreed upon by both the principal or senior educator and the educators before an evaluatee is observed for classroom practice. The discussion at this stage is based on ground rules such as how the mentor's presence is to be explained to the classroom, what he/she is going to do, the exact time of arrival, what the mentor will need at the beginning of the observation, such as lesson plan and access to the planning file. From here the observer will do a class visit (Bubb & Earley, 2004:123).

During observation the observer, should take the following into account:

- Read the lesson plan, paying particular attention to the learning objectives.
- Look at the planning file and learners' work to see what the lesson is build on.

- Make notes about what actually happens, focusing on the agreed areas but keep the eyes open to everything.
- Refer to assessment criteria agreed to be used – have a copy ready.
- Think about the learners' learning and what it is about teaching that is helping or hindering it.
- Look through learners' books to get a feel for their progress and marking.

Written feedback should contain praise and acknowledgement of success, identify strengths and weaknesses or areas to develop, that will be useful in future lessons (Bubb & Earley, 2004:123 & 124).

#### 2.3.5.2 *Feedback and Discussion*

Feedback is usually done after observation of the educator in practice. The following issues need to be considered:

- Think about the teaching and learning you have seen.
- Focus on strengths and a few areas for development.
- Aim to develop or appraise the educator; and
- Choose a place where you will not be disturbed (Bubb & Earley, 2004: 124).

Good feedback is:

- Prompt – takes place as soon as possible after the lesson observation.
- Accurate – based only on specific, observation/evidence which can be readily shared with the educator.
- Balanced – the positive emphasised and points for development related to the focus chosen as an objective.
- Respectful to the educator's perspective – allows for inputs from the educator.
- Related to objectives set for review and directly actionable by the educator.
- Conducted in a quiet and private space (Bubb and Earley, 2004:124 - 126).

#### 2.3.6 **The impact of evaluation**

According to (Bubb and Earley, 2004:84), the effective model for school-based CPD as outlined in Figure 2.3 illustrates that one person' professional development



activity can benefit others and thereby more learners if the school a system to enable it. The process is known as ‘cascading’ and has been one of the key methods used in the literacy and numeracy programmes in Britain. One educator is trained at the Local Education Authority (LEA) courses and then delivers the training to staff at school. It happens at the start of the new initiative and it needs support and inputs later on. To ensure that the acquired knowledge and skills are consolidated, implemented and shared with other educators, educators should have half a day’s non-contact time for each day’s course to cascade and set up ways to implement new ideas (Bubb & Earley, 2004: 84).

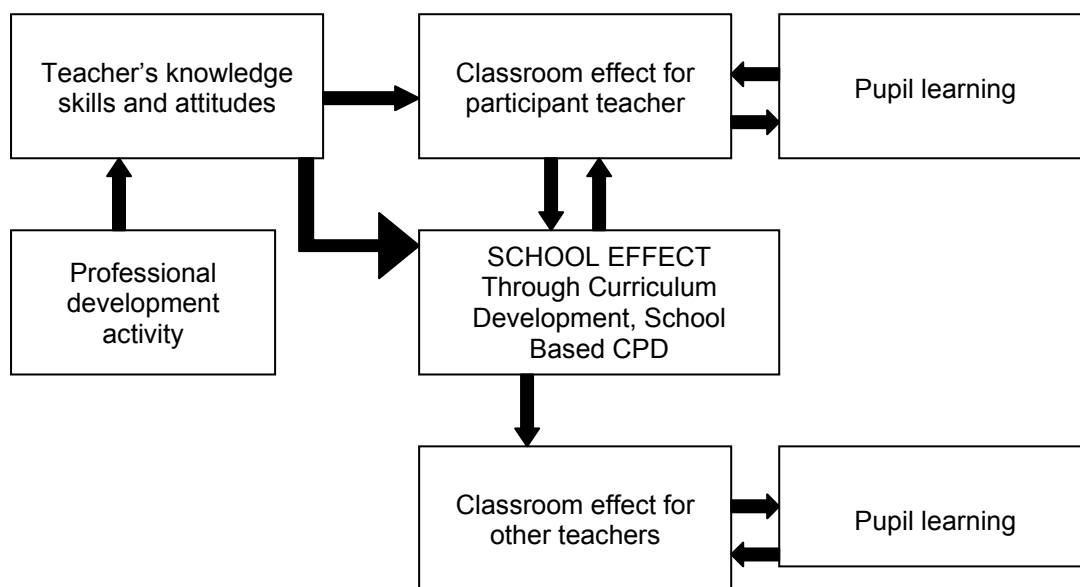


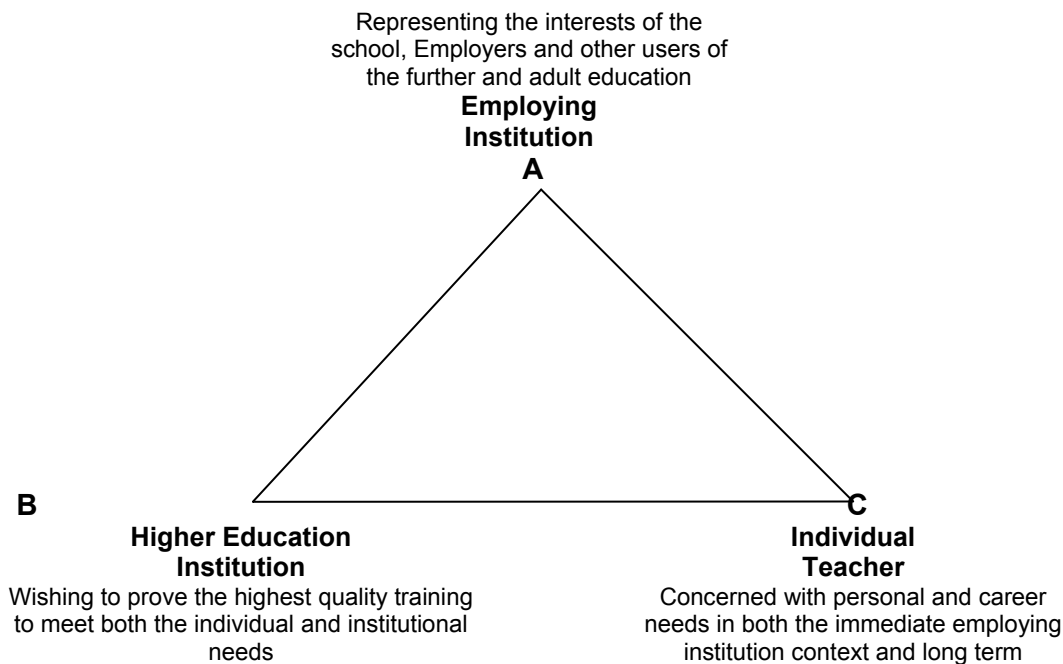
Figure 2.3 Local evaluation of ISERT (Adapted from Erut *et al*, 1998)

Universities as service providers for educators could play a major role in laying a foundation for Continuous Professional Development programmes in schools. Consequently, the paragraphs which follow will focus on the relationship between the tertiary institutions and schools.

### 2.3.7 Partnership between tertiary education and the school

For the purpose of continuation of the professional development of educators from tertiary to schools, (Dawn, 1995: 131) states that the educator’s ability may well be served by a three-part contract between the educator, employing institution and the

higher education, in order to meet the range of needs, expectations and requirements involved.



*Figure 2.4* A contract for initial teacher training for further and adult education (Dawn, 1995:131).

The contract means that

- Higher Education Institutions provide quality training for educators to meet the needs of both the educator and the school.
- Employing Institutions must address the needs of the school, educators and other role players
- Individual educator must be concerned with personal professional development and career path.

The exact nature of the participant's programme will be finalised in a learning contract, which will reflect a balance between the duties of teacher training institutions and the schools. To ensure that standards are achieved, the wishes of employing institution (school) to provide quality training are focused on direct bearing on the role of educators. The needs of participant (educator) in terms of career development, coherence and progression are addressed (Dawn, 1995:133)

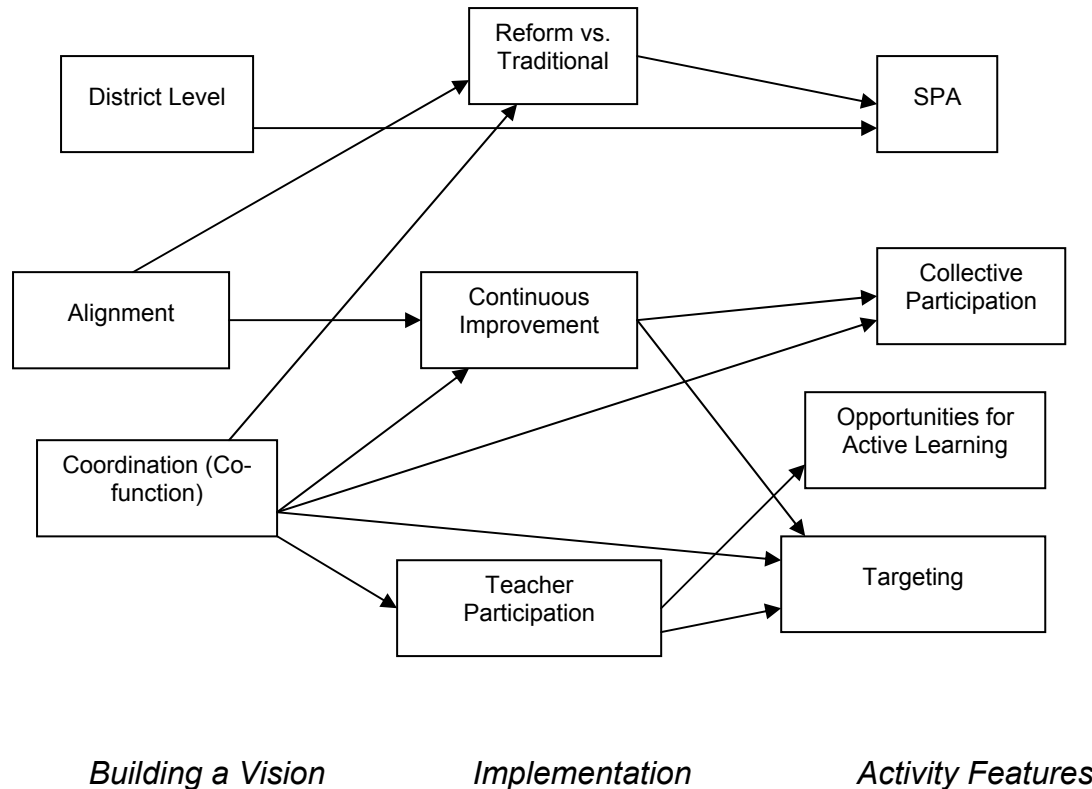
## 2.5 EDUCATORS' PARTICIPATION IN DISTRICT PROGRAMMES

Research on professional development suggests that “educator involvement in planning professional development at district level can help to ensure that topics and learning activities in professional development programmes addresses areas of knowledge and skills that are relevant to educators district-wide” (Birman *et al*, 2002: 1296).

The district should execute its responsibility of fostering continuous improvement efforts; for example, in learning how to develop well-constructed and useful indicators, how to collect meaningful data, and how to interpret and use the indicators as part of a system of continuous improvement. In order to have a high-quality professional development, a focus should also be on content, active learning, and coherence, delivered with sufficient duration and collective participation and these evaluations might be based on a variety of sources of data, including well designed surveys of participating educators and the observation of educators to assess the extent to which they have made appropriate changes in their instructions (Birman *et al*, 2002: 1295).

Research on professional development suggests that meeting the needs of both individual educators and school needs of both goals of professional development should be shared and active participation of educators can be important in developing educator support for professional development programmes as well as ensuring that activities focus on methods and approaches that the educators thoughts are important (Birman *et al*, 2002:1297). The situation above suggests that educators should be involved in planning for their continuous professional development to ensure that their views are captured in the programme.

The above paragraph is reinforced by the following explanatory model as developed by Birman *et al* (2002:1287), shown in Figure 2.5 which may be applicable to district level to address Continuous Professional Development or efficient provision of CPD.



*Figure 2.5* Model Showing the Relationship of District Management and Implementation of Features of Professional Development

The following steps are taken by the district sequentially:

- **Build a vision of professional development:** It is achieved through alignment and co-funding with the department of education
- **Implementation and monitoring the vision:** Through planning and continuous improvement efforts
- **Activity Features:** The actions result in particular features of the district portfolio of professional development, such as the percentage of educators in reform types of professional development activities, the average duration of activities, the degree of collective participation, opportunities for active learning, and the district's targeting practices (Birman *et al*, 2002:1287).

In this relationship the district will be able to articulate the position of the department of education in connection with what is expected of educators. The educators will indicate their needs. In this way it is likely that an appropriate balance will be

retained between school needs and the personal and professional needs of the individual. In addition, the school-based CPD appraiser may be involved because she/he is responsible to monitor the educator at school. This will ensure that there is a balance between developmental needs of the individual and the school as she or he will be representing the School Management Team (SMT) and articulate the school's needs in the process of educator development (Bubb & Earley, 2004: 46).

The researcher believes that, from district planning where educators give inputs, the programme should be unfolded to school, whereby educators will be involved in continuous training and development.

## **2.6 EDUCATOR'S PARTICIPATION IN PLANNING AT SCHOOL**

“Educator participation in the planning at the school level of professional development allows for more coherent professional development that is closely tied to the needs of the educators in a particular school and thus potentially more relevant to classroom practice” ( Birman *et al*, 2002:1296).

As indicated in chapter 1 all school personnel are the community of learners with the shared purpose of ensuring quality learning experiences for every adult, every day, without exception and this will be attained by following goals of professional development as described here under:

- It provides all school personnel with opportunity to further develop, deepen, and enrich their professional skills and knowledge.
- It challenges all school personnel to examine their attitudes and beliefs regarding first, the capacity of all students to learn at high level, and second, their accountability for continuous improvement in learner performance (Fehr, 2005: 2).

The above goals are echoed by Edmond & Lee in Lee (2004: 47) as they emphasize that the school play the leading role in determining the nature of CPD, as its development plan is predominately used to prioritize and direct educator's professional development. In addition, schools should provide educators with more

time to grow, begin to measure what happens as a result of their participation in professional development programme, and provide them with follow up to professional development, such as opportunities for practice in the classroom.

As discussed previously, at the school the educator should be provided with time to do lesson planning, followed by presentation in a classroom, subsequently followed by classroom observation by an experience educator with a purpose of developing that individual. This will be achieved if the school has a programme to that effect (CPD). The researcher agrees that, once educators are developed, their knowledge and skills will then improve the performance of learners, hence the need to look at educators' needs.

### **2.6.1 Educator's needs**

To ensure that educators develop accordingly Danielson & McGreal (in Alber, et al, 2005: 7) believe that principals should focus the professional learning on the needs of the individual educator and they device a three – part professional development system as having the following tracks:

- The beginner educator programme, which is focus on the beginning educators that may include mentoring by experience teacher.
- The professional development programme, which provides multitudes of possibilities for experience educators to obtain professional development.
- The educator Assistance Track, which is designed for educators that are marginal and not meeting district standards.

In the same way, the school should have the following options to give effect to these programmes:

To give effect to the above-mentioned programmes here should be a meeting between the educator and his/her mentor over what is expected of an educator and the role of a mentor before its actual implementation (Bubb & Earley, 2004: 123).

As discussed previously, observation discussion in the form of feedback to educator may take place whereby the senior educator, counsel and coach the educator. In the

same way, the educator will have time for exchange of ideas over his/her teaching. The programmes may also be used by the principal as a form of educator assessment; on the other hand the tenure educators are in control of their own professional learning Danielson & McGreal (in Albert et al, 2005: 7).

## **2.7 THE NEED FOR CONTINUOUS PROFESSIONAL DEVELOPMENT IN SCHOOLS**

“In light with rapid expansion of knowledge and the ever-changing environment, Continuous Teacher Education (CTE) is essential for quality school education Wideen in (Ng, 2003). He further argues that CTE is vital for maintaining the moral and enthusiasm of professionally trained teachers and without continuously engaging in Continuous Professional Development as a revitalization of reflection, educators may stagnate or even become demoralized. The model that can be applied in the schools will be explained.

### **2.7.1 Conception of knowledge**

Cochrane-Smith in Day and Sachs, (2004: 8) identified three conceptions of knowledge associated with educators’ learning and development:

- Knowledge-for-practice: Formal knowledge generated by researchers outside the school for example, research-based programme, new theories of teaching, learning and assessment;
- Knowledge-of-practice: Generated by educators critically examining their own classrooms and schools, alone or with others, in terms of broader issues of social justice, equity and student achievement;
- Knowledge-in-practice: Educators’ practical knowledge generated through their own systematic inquiry, stimulated by questions raised concerning their own classroom effectiveness

From the above paragraph, it seems that for the success of CPD in the schools knowledge for professional development may be generated by researchers through research-based programmes.

The school and educator's needs can be addressed through the use of model for CPD that will be described in the subsequent paragraphs.

## 2.7.2 Models for CPD in schools

Jackson (in Day and Sachs, 2004: 9) identified the following models in CPD:

- **A deficit model:** This is a model in which it is assumed that educators need to be provided with something (knowledge and skills) which they do not have.
- **Aspirational model:** It is a model which acknowledges that educators who are already effective at what they can do can build on, can 'improve' in a quest, for example, for school to become learning community.

In my view, schools should have models as outlined above as they will ensure that educators are provided with new knowledge and skills they do not have, in particular the capability to teach through Revised National Curriculum Statement (RNCS) in Foundation Phase, of which, all practicing educators were not exposed to.

## 2.7.2 School-based programmes

### 2.7.2.1 *Induction programme*

The word "induction" is derived from the Latin word "inducere" which means to "to guide into" Cole & McNay 1988 (in Buchner, 1997: 88). The induction phase can be described as a formal phase where the educator is introduced into the practice of teaching. The aim is to facilitate the change from student to educator thus ensuring that the educators not only survive the rigours of the first year, but move to more advanced, effective and professional activities Cole & McNay 1989: and Cole & McNay, 1988 (in Buchner, 1997: 88) . Feiman-Nemser and Parker 1990 (in Buchner (1997: 88) state that the induction programme is an extension of educator preparation. It serves educators who have already completed a pre-service programme leading to elementary certification. Bolam (in Buchner, 1985: 88) stresses that induction is not a repetition of pre-service training. However, to "provide sufficient stimulus and input in the form of realistic examples, mentors must possess



the confidence to act as models to be emulated as well as admit their fallibility. By allowing trainees access to their own practices, including its strengths and weaknesses, they can provide a platform for critical, constructive dialogue and evaluation between themselves and their trainee (Marion, 2001: 15).

The principal must ensure a climate where an induction programme can blossom and where it is viewed as part of broader professional development programme of the school; identify appropriate mentor teacher; the allocation of relevant workloads for the beginners and mentors; accept responsibility for the quality and standard of the programme; communicate aims of the programme to other members of the staff and the community as a whole (Buchner, 1997: 88). Dreyer (1998: 111) states that we want to upgrade the standard of education, school-based initial educators training and the use of experienced educators as school based experts to support students can contribute towards this end as they can ensure professional learning with the focus on the educator's future daily work.

Staff orientation or induction process serves the following basic purposes:

- Effective and efficient integration of new and experienced staff into their respective roles in the school system
- Reduction or removal of problems and conditions that tends to inhibit personal effectiveness and job satisfaction
- Systematic and gradual integration of the new educator into school, its activities and its aims, by means of guidance and support
- Every education manager is thus expected to try to integrate each new staff member into his/her new environment as quickly as possible, so that a productive contribution can be made as soon as possible.
- Ensure that the purpose of staff orientation, i.e. to get the various categories of new staff to fit in and adapt as soon as possible, is reached.
- To ensure that the considerable inputs that are made in terms of time, labour and costs, in appointing the right person to a specific post, are not wasted (Dreyer 1998: 112).



### 2.7.3 Mentoring programme

Mentoring is the process by which a trusted and experienced person takes a direct and personal interest in the development and education of younger or less experienced educators Arinkrupt (in Karen, 2003: 1). Similarly, mentoring assists the educator to build confidence, reflect on their experience and properly assess the wisdom and knowledge experience and colleges in their schools (McCormack, 2003: 134).

#### 2.7.3.1 *Mentoring programme in school*

Beginner educators need help with discipline and classroom management, curriculum and lesson planning and school routine, but most of all they need moral support, guidance and feedback Lowney as quoted by (Dreyer, 1998: 110). Mentors can provide all of the above and a lot more. The study in Connecticut (USA) by Conway et al. (2002: 10) reveals that, for a beginning educator to be eligible for the Provincial Educator Certificate, he or she must demonstrate mastery of essential teaching competencies related to content knowledge; planning instruction, and assessment, these competencies are assessed through portfolio assessment. Among factors considered in the portfolio assessments are the abilities of beginner educators to:

- Plan and implement instruction
- Evaluate student learning
- Analyse their own teaching
- Know their learners and
- Adapt instruction for individual learner

Research reports suggest that, as more is learned about principals' role in the professional lives of motives educators, he or she should be able to institute supportive activities and build school cultures that are welcoming and user-friendly to novice educators as they begin and build life long careers in teaching (Wood, 2005: 59). This will enable the trained mentors to help novice educators plan lessons, assist them in gathering information about best practices, observe the new educators' classes, and provide feedback. The novice educators reflect on their practices and apply what they have learned to future lessons (Holloway, 2001: 85).

A study in Chili emphasizes that mentorship will benefit both the educator and the learner and this must be encouraged in schools though budget allocation for in-service training (Garret and Head, 2001: 376 & 377). The programme is critical because it shapes the quality of educator's performance and career path (McCormack & Thomas, 2003: 133). McCormack and Thomas (2003: 136) report that to succeed in the professional development of this group of teachers, principals, mentors and supervisors should be trained for implementation of the programme.

According to Dreyer (1998) the value of mentoring for the mentee includes:

- Acquirement and refinement on knowledge, skills and abilities
- Having a medium through which to address ideas to senior management
- Easier induction into the teaching career
- Receiving support, consolidation, sympathy and constructive feedback
- Psychological development
- The opportunity to see how other teachers work
- Maximum development and use of potential and talents
- The opportunity to be reflective on own performance
- The possibility for socialization and the development of friendships with mentors
- The availability of non-threatening guidance
- Work satisfaction
- Feeling more at home (less isolated) within an established staff
- Professional growth
- The opportunity to meet other beginner educator/learners
- Growing independence, self reliance self-confidence and eventual self-actualization
- Having someone to talk to
- Promotion of creativity
- Improved relationships between schools
- Identification of problems in schools

The next section focuses on Continuous Professional Development CPD from South African perspective.

## 2.8 SOUTH AFRICAN CONTEXT

South Africa has already been introducing some policies since 1994 for coherent educator development and CPD. Key policies are:

- A National Qualification Framework (NQF) which is committed to life-long learning. In this approach, PRESET and INSET are viewed ‘as continuous process.’
- The Norms and Standards for Educators, which provides a flexible, generative basis for construction of qualifications and for professional development of educators.
- The Code of Conduct for Educators which regulates the ethical conduct and professional discipline of all educators registered with the South African Council of Educators (SACE).
- The Manual for Developmental Appraisal which sets out appraisal procedures, criteria and instruments for all level of educators (Chapter C of the Personnel Administrative Measures (PAM) of 1998).

### 2.8.1 Duties and responsibilities of educators related to professional development

The minister of Education has, in turn asset out in Chapter C of Personnel Administrative Measures (PAM), 1998) the following core duties and responsibilities of educators related to continuous professional development set out as follows:

#### 2.8.1.1 *The principal*

The principal is expected to do the following:

- To provide professional leadership within the school.
- To guide, supervise and offer professional advice on the work and performance of all staff in the school.
- To be responsible for development of the staff training programmes, both school-based, school focused and externally directed, and to assist educators, particularly new and inexperienced educators, in developing and achieving educational objectives in accordance with the needs of the school.



- To participate in agreed school/educator appraisal processes in order to review their professional practices regularly with the aim of improving teaching, learning and management.
- To ensure that all evaluation/forms of assessment conduct in the school are properly and efficiently organised (Personnel Administrative Measures, South Africa, 1998c: 64).

#### 2.8.1.2 *The Deputy Principal*

The deputy principal is expected to do the following;

- To guide and supervise the work and performance of staff
- To participate in agreed school/educator appraisal processes in order to review their professional practices regularly with the aim of improving teaching, learning and management (Personnel Administrative Measures, South Africa, 1998c: 65).

#### 2.8.1.3 *Head of Department*

The head of department is expected to do the following:

- To provide and co-ordinate guidance:
  - on the latest ideas on approaches to the subject, method, techniques, evaluation, teaching media, etc. in the fields, and effectively conveying these to the staff members concerned;
  - on syllabuses, schemes of work, home work, practical work, etc.
  - to inexperienced staff members.
- To control
  - work of educators and learners in the department;
  - the administrative responsibilities of staff members;
- To participate in agreed school/educator appraisal processes in order to review their professional practices regularly with the aim of improving teaching learning and management (Personnel Administrative Measures, South Africa, 1998c: 66).

#### 2.8.1.4 *The educator*

The educator is expected to do the following:

- To participate in agreed school/educator appraisal processes in order to regularly review their professional practices with the aim of improving teaching learning and management (Personnel Administrative Measures, South Africa, 1998c: 66).
- To contribute to the professional development of colleagues by sharing knowledge, ideas and resources.
- To remain informed of current developments in educational thinking and curriculum development.
- To participate in departmental committees, seminars, and courses in order to contribute to and/update one's professional views/standards (Personnel Administrative Measures, South Africa, 1998c: 68).

#### 2.8.1.5 Curriculum Advisor

The curriculum advisor is expected to do the following:

- To assess professional development needs by using questionnaires, informal methods and developmental appraisal.
- To support staff development activities based on needs and which are congruent with the principles and values of the applicable policy frameworks and plans.
- To contribute to the implementation and participate in staff development programmes
- To evaluate success/problems of staff development programmes in terms of the goals of the school.
- To provide support for professional growth of educators within an appropriate programme.
- To participate in agreed educator appraisal processes in order to regularly review their professional practices (Personnel Administrative Measures, South Africa, 1998c: 69 & 70)).

## 2.9 INTEGRATED EDUCATION PROGRAMME

In addition to these measures for professional development of educators described above, the Limpopo Education Department signed an agreement with a Non-Governmental Organisation (Count) to introduce the Integrated Education

Programme (IEP) in 2005. 183 Primary schools sent an educator who teaches in the Foundation Phase for training in teaching or facilitating Numeracy or Literacy. These educators are expected to cascade to their respective schools and clusters (few school brought together). The facilitators are expected to make follow-ups to schools and or clustering centres where the trained educators are placed to ensure that these educators (Master Teachers, MT) are practicing what they have learnt from the training and cascading is taking place. The Curriculum Advisors are requested to support the MT's for school-based CPD with their tasks relating to classroom practice and at cascading clusters (Limpopo Education Department IEP, 2005: 2-4). To this effect a time table is agreed upon with facilitators at District level and trained educators (MT) at schools and clusters.

The question is however, if a once off workshop will give sufficient support and training to educators to apply new programmes at schools.

To ensure that continuous professional development is in place, the Limpopo Education Department further introduced Integrated Quality Management System (IQMS) (DoE, 2003) which embraces three programmes and they are:

- Developmental Appraisal (DA): Its aim is to appraise individual educators in a transparent manner with a view to determining areas of strength and weakness, and to draw up programmes for individual development.
- Performance Measurement (PM): It aims at evaluating educators for salary progression, grade progression, affirmation of appointers and rewards and incentives.
- Whole School Evaluation: It evaluates the overall effectiveness of the school – including the support provided by the district, school management, infrastructure and learning resources – as well as the quality of teaching and learning.

All Quality Management initiatives should be planned together in schools and aligned in a coherent way to avoid duplication, repetition and an unnecessary increase in overload.

The philosophy underpinning the Integrated Quality Management System (IQMS) is based upon the fundamental belief that the purposes of IQMS are five folds:

- To determine competence.
- To assess strengths and areas for development of educators.
- To provide support and opportunities for development to ensure continued growth.
- To promote accountability
- To monitor and institutions overall effectiveness (DoE, 2003:4).

## 2.10 THE DEVELOPMENT OF CPD PROGRAMMES

The following principles must be taken into account in the process of the development of CPD Programme. Prinsloo (2003:217) states that the fundamental principles of staff development are to:

- Make people feel valued in the job they do.
- Build skills among staff members in the school ( a potential alternative to recruitment)
- Ensure career progress that could help the staff members to grow in a way consistent with their career plans.
- Build expectations for change and thus help to foster new attitudes.
- Increase individual productivity by developing skills that an educator may not have previously.
- Replace outdated teaching strategies and techniques effectively.
- Ensure job satisfaction.

To achieve the above principles the school's CPD programme should have the following outcomes:

- **Increased responsibility:** This relates to the educator's own work as well as that of other educators. Opportunities should thus be created for the educators to take part in decision-making in ways whereby the educator can gain knowledge and insight into the policies and procedures of the school and get to know the viewpoints of and learn from fellow staff members and thus experience personal growth.





- **Work becomes more meaningful:** These results from the educator being given opportunities to express him or herself and to exercise discretion and initiative.
- **A sense of belonging and of self-worth:** Interaction with peer group, being part of a team, helping others and being helped by other staff members gives a sense of belonging. It can also be effected by using peers in the appraisal process and by using senior staff members, for example, in assisting beginner educators, or educators who need help to improve certain skills and techniques (Prinsloo 2003:217).

The following gives a summary of a possible continuous professional development programme for educators.

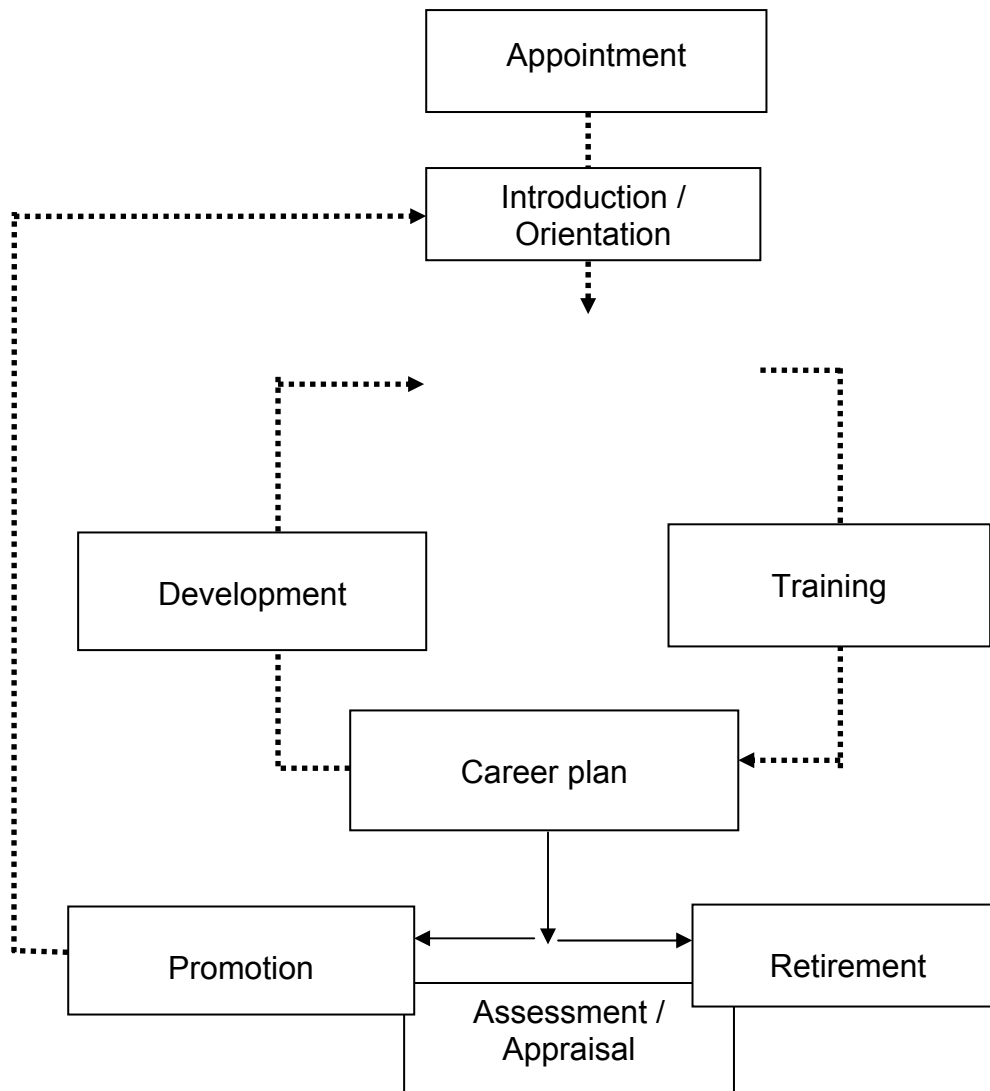


Figure 2.4 A model for a continuous professional development programme  
(Adapted from Prinsloo, 2003:218.

### 2.10.1 Appointment

The employing department must make the final decision, subject to satisfying itself that:

- An agreed upon procedures were followed.
- The decision in compliance with the Employment of Educators Act (No. 76 of 1998), the South African Schools Act (No. 84 of 1996 as amended) and the Labour Relations Act (No 66 of 1995).



### **2.10.2 Induction**

Staff orientation is a continuous process that begins when a person accepts an appointment to a post. Effectively planned and implemented, the staff orientation process serves the following basic purposes:

- Effective and efficient integration of new and experienced staff into their respective roles in the school.
- Reduction and/or removal of problems and conditions that tend to inhibit personal effectiveness and job satisfaction.
- Systematic and gradual integration of a new educator into the school, its activities and its aims by means of guidance and support.
- Ensuring that the purpose of staff orientation, i.e. to get the various categories of new staff to fit in and adapt as soon as possible, is reached.
- Ensuring considerable inputs that are made in terms of time, labour and costs in appointing the right person to specific post, are not wasted (Prinsloo, 2003:209)

### **2.10.3 The problems experienced by beginner educators**

The problems experienced by beginner educators may be the result of many causes, including the following identified by Van Kradenburg (1993:112):

- Teaching and curriculum: Beginner educators are often not given clear guidelines on what is expected in respect of lesson preparation, presentation and appraisal. As a result, they find it difficult to differentiate in their teaching; are often ignorant as to whom they are accountable and to whom they have to report to.
- Classroom discipline: Discipline is often named as the most common and the most serious problem with the beginner educators have to cope.
- School-community relations: The unique location of the school within the community, as well as the service provided by the school to the community, make the accompaniment of beginner educators essential to ensure the existing relations are improved and not disturbed.

#### **2.10.4 Content of the induction orientation programme**

The programme should consist of at least the following topics and activities (Van Kradenburg, 1993: 110 & Van Staden, 1999:89):

- A welcome address by the principal.
- A tour of the school ground
- Departmental/learning area/subject/grade meeting.
- Facilitation with the educator's own classroom.
- Extramural activities.
- Planning for the first few days.
- Provision of assistance with personal problems.
- Familiarization with staff, offices, services and programmes offered by the district
- Assistance to new educators in adjusting to the profession
- Provision of social activities to make newcomer feel at home.
- Creation of working relationship between the principal, the head of department concerned, the mentor and the educator.

#### **2.10.5 Developmental appraisal**

According to (Employment of Educators Act 76 of 1998 Section 2 (13)), appraisal is explained as follows:

It implies making judgments and decision on the quality or effectiveness of a programme, project, thing or set of actions. There are two kinds of appraisal, namely judgmental (summative) appraisal and developmental (formative) appraisal. Judgmental appraisal refers to those decisions that make judgments and do not necessarily help to improve things. Developmental appraisal is an appraisal process which will result in development in both the skills and career prospects of the individual educator and lead to improvement at school level. According to this study the latter explanation will be appropriate because it relates to continuous professional development of educators at school level.

The aim of developmental appraisal is to facilitate the personal and professional development of educators in order to improve the quality of teaching practice and education management (Prinsloo, 2003:210). The Integrated Quality Management System, DoE, 2003: 3) adds that, the purpose of Developmental Appraisal (DA) is to appraise individual educators in a transparent manner with a view to determining areas of strengths and weakness and to draw up programmes for individual development. It is based on the fundamental principle of life-long learning and development. This implies that one has to prioritise areas for development and growth throughout one's career in education (Personnel Administrative Measure South Africa, 1998c). It is thus necessary to look at the importance of appraisal programmes.

### **2.10.6 The importance of appraisal programmes**

Staff appraisal is an essential part of effective staff management guidelines. According to Prinsloo (2003: 210 & 211) its importance can be summed up as follows:

Appraisal programmes must be designed to

- help educators to identify ways of enhancing their professional skills and performance;
- assist in planning the in-service development of educators, both individually and collectively;
- help management to see where a new or updated assignment would help the professional development of individual educators and improve their career prospects;
- identify the potential of educators for career deployment;
- enhance the overall management of the school
- be a positive process, intended to raise the quality of education in schools by providing educators with improved job satisfaction.

Prinsloo (2003:211), further argue that developmental approach helps to identify needs and opportunities for growth and development; it builds on the strengths the educator already has; it helps to determine which educators need more training and

development; it attempts to make the individual a better educator and enables him/her to grow in his/her post; and the process is neither judgmental nor fault finding; it tries to find ways that would enable the educator to improve his/her performance. In order to realise this approach there are guiding principles to be adhered to.

### **2.10.7 Guiding principles of the developmental appraisal system**

The following guidelines must be taken into account when exercising the developmental appraisal system:

- The process of appraisal should be open, transparent and developmental.
- The appraisal of educators is in essence a developmental process, which depends upon continuous support. It is designed and intended to entrench strengths, develop potential and overcome weaknesses.
- The process of appraisal should always involve relevant academic and management staff.
- The appraisal should include all stakeholders and those involved should be trained to conduct the process of appraisal.
- Educators should be informed of all aspects of the appraisal process so that they can take the initiative of the process of appraisal.
- Prompt feedback by way of discussions and written communication to those who are being appraised should be one of the indispensable elements of appraisal.
- The appraisee has the right to access to and respond to the appraisal report.
- The instruments used in the appraisal should include appropriate criteria to appraise the nature and level of the work performed (Prinsloo, 2003: 211).

It should be noted that schools are expected to establish developmental programmes and the first stage is to elect Staff Development Team (SDT).

#### **2.10.7.1 *Setting up staff development teams***

According to the Integrated Quality Management System, DoE, (2003:12) each institution must elect a Staff Development Team (SDT) consisting of the principal and democratically elected staff members. These may include all or some of the

School Management Team (SMT) but must also include post level one educators. The SDT should in their first meeting elect their chairperson and this means the head of the institution is not necessarily the chairperson.

The role of the SDT is to prepare and monitor the management plan for developmental appraisal as follows:

- Identify educators to be appraised in each phase.
- Facilitate the establishment of appraisal panels and prepare the schedule of panel members.
- Link appraisal to the development of the whole school.
- Liaise with the Department of Education for in-service training of educators (INSET) and educational management development on high frequency needs.
- Monitor the effectiveness of the appraisal system and report to the staff members and to the governing body.
- Ensure that the appraisal records are filed (Prinsloo, 2003: 212-213; DoE, 2003, 12-13).

#### *2.10.7.2 Appraisal panel*

According to Prinsloo (2003:213) staff development is essential in a time of rapid educational change. Educators need to improve their knowledge and skills continuously and they must keep abreast of developments in general, as well as in their field of study. Staff development should therefore form an integral part of the school programme. The educator development appraisal system is designed to ensure that there is democratic participation in the appraisal process, which is achieved through the establishment of an appraisal panel.

#### *2.10.7.3 Development Support Group (DSG)*

According to Integrated Quality Management System, DoE, (2003:13) the Development Support Group (DSG) serves as a appraisal panel and for each educator it consists of the educator's immediate senior and one other educator (peer) selected by the educator on the basis of the appropriate phase, Learning Area/Subject expertise.

Its purpose is to:

- provide mentoring and support and if the immediate senior is the Head of Department (HoD) in the school then mentoring and support fall within his or her the job description.
- support the educator to develop a Personal Growth Plan (PGP).
- work with the SDT to incorporate plans for development of the educator into the School Improvement Plan (SIP).
- evaluate the educator for baseline development purposes.
- evaluate the educator for summative development by an immediate senior at the end of the year.
- verify that the information provided for Performance Measurement (PM) is accurate.

#### *2.10.7.4 Appraisal*

As discussed previously, the process commences with self-evaluation whereby an educator assesses her/himself, of which the performance standards to be used for both self-evaluation and observation of an educator in practice are outlined as follows:

- The creation of a positive learning environment
- Knowledge of curriculum and learning programmes
- Lesson planning, preparation, and presentation
- Learner Assessment IQMS, (DoE 2003: 2).

#### *2.10.7.5 Pre-appraisal*

According to Prinsloo (2003: 214) at this stage the appraisee must already have compiled a portfolio which must together with a personal details form be handed to appraisal panel (DSG). The educator's portfolio includes a record of his/her ongoing professional development, learning experiences and achievements. Furthermore, the educator would have completed self-evaluation and reflections on strengths as well as areas in need of development. Once educators have determined who their DSG are, this information will have to be fostered to the broader planning, School Improvement Plan (SIP). This ensures that there are no "clashes" with Heads of



Departments having to evaluate different educators at the same time and to ensure a reasonable spread and pace of work for evaluators (IQMS, 2003: 22).

#### 2.10.7.6 *Observation of educator in practice*

At this stage the Development Support Group starts the actual appraisal of an educator. The aim is to:

- Facilitate the personal and professional development of an educator in order to improve the quality of teaching practices;
- Provide an already qualified educator with knowledge and expertise to expand his/her teaching duties within his or her profession and to function more effectively. The individual characteristics of an educator should therefore be strengthened (Prinsloo, 2003: 214).

According to Chapter C of the Personnel Administrative Measures (1998c) the developmental appraisal consists of the following ongoing process:

- Reflective practices
- Self-appraisal
- Peer appraisal
- Collaboration
- Interaction with panels

Van Staden (in Prinsloo, 2003:137) further suggests that the observation stage in the appraisal process should lead to constructive suggestions that will lead to improvement in both classroom practice and within the educator her or himself. During the observation stage the panel or group should gather information about what is going on in the classroom. It should therefore, be possible to develop a programme from this phase. When doing the observation, appraisers need to follow the criteria that have been decided upon. These criteria clearly outline what should be observed and how the information ought to be treated

However, before observation the following must be done:

- Fix a date and time that suit both parties.

- Notify educators in advance about intended observation visits.
- Discuss the aim of the observation and inform the educator about the relevant criteria, so that he/she knows what is expected of him/her.
- Provide an exposition of the procedures and finer details, e.g. remainder of the appointment, making lesson preparation available in advance, handing in of personal details, portfolio, other documents and records used by the educator concerned.
- Provide information about follow-up discussions because prior-knowledge gives the educator the necessary sense of security (Prinsloo, 2003:215).

The purpose of the evaluation is:

- To confirm the educator's perception of his/her own performance as arrived at through the process of self-evaluation.
- To enable discussion around strengths and areas in need of development and to reach consensus on the scores for individual criteria under each of the Performance Standards and to resolve any differences of opinion.
- To provide the opportunity for constructive engagement around what the educator needs to do for him/herself, what needs to be done by the school in terms of mentoring and support and what INSET and programmes need to be provided, e.g. by the department.
- To enable the DSG and the educator to develop a Personal Growth Plan (PGP) this includes targets and time-frames for improvements. The educator must primarily develop the PGP with refine to be done by the DSG.
- To provide a basis for comparison with the evaluation for Performance Measurement (PM) purposes and this includes data gathered during pre-evaluation discussion and will result in the development of a PGP. This information can be used in instances where there is little or no improvement to adjust the ratings upwards where the DSG, school and/or department has not provided the necessary support or appropriate opportunities for development (IQMS, DoE, 2003: 22 ).

During the post-appraisal stage is easy enough to say “well done” to people, but it is often much harder to continue pointing out deficiencies. Members of the appraisal panel are often reluctant to spell out the negative, either because they fear hostile and defensive reaction, or they want to retain a positive image. Empowerment involves a greatly increased emphasis on holding individual accountable for what they do, as well as on continuous improvement. This means that people are expected not to put right that have gone wrong but also to learn from their mistakes or failures Van Staden (in Prinsloo, 2003:146).

#### *2.10.7.7 Personal Growth Plan*

The Personal Growth Plan (PGP) is informed by the needs of the school/department and individual educator and it eventually leads to the establishment of the School Improvement Plan. It takes place after the observation of educator in practice. It addresses an individual at four levels:

- The areas in need of improvement about which the educator is in full control (e.g. punctuality)
- The areas for which the Development Support Group, DSG (immediate senior and/or mentor) or someone else in the school is able to provide guidance.
- The areas the Department should provide INSET or other programmes (e.g. Outcome Based Assessment)
- Where the educator is under-qualified or need re-skilling in order to teach a new learning area, this information needs to feature in the Workplace Skills Plan (WSP). The educator’s needs are then sent to School Development Team (SDT) to establish School Improvement Plan (SIP) (IQMS, DoE, 2003: 23 & 24)

#### **2.10.8 Staff development programme**

According to Prinsloo (2003: 216) human resource development is especially concerned with expanding potential from a long-term perspective. It embraces the long term development needs of the educator, and is a formal, systematic programme designed to promote personal and professional growth. Van Staden (in Prinsloo, 2003:216) articulates the aims of human resource development as to:

- improve educators' performance in their present positions;
- give guidance to educators so that they can develop and grow to the highest possible level of professional expertise;
- serve the primary aim of the education system, i.e. the promotion and attainment of a culture of teaching and learning;
- provide acceptable, meaningful programmes which enable educators to achieve their personal aims and those of the system;
- raise the quality of education and task fulfillment;
- lead to greater job satisfaction;
- identify technical skills that need to be developed, and identify and develop management potential.

#### **2.10.9 Designing a human resource development programme**

After the Development Support Group (DSG) has determined the developmental needs with the principal and her/his School Management Team (SMT), a development programme for the school, it is also necessary to examine the individual's needs against those of the school. The target agreed upon in the post appraisal discussion, and the actions which follow, are important factors in achieving a reconciliation of the two sets of needs when a development programme is designed (Prinsloo, 2003: 217).

#### **2.10.10 Requirements for successful development programme**

The planned development programme must meet certain requirements and adhere to certain principles. According to Van Kradenburg (in Prinsloo, 2003: 134-135) the following are necessary requirements for designing a successful development programme:

- Activities and tasks should be effective and functional, and be related to the aims and outcomes being pursued.
- The development programme should form an integral part of the school programme, and integrated into the educational and teaching aims of the school.



- Staff members should be actively involved in the planning and organizing of the programme.
- Various methods should be used over a wide spectrum to meet as many needs as possible.
- An integral development approach should be followed so that the demands and needs of both an individual and the school are met.
- The programme makes provision for different professional growth phases of the individual educator.
- Developmental activities should take the academic and intellectual needs of educator into consideration.
- As far as possible, aspects such as motivation and job involvement should be addressed in the programme.

#### **2.10.11 Evaluation and feedback**

According to Prinsloo (2003: 221) professional development programme must be evaluated to determine the extent to which the developmental outcomes have been attained as this will enable the identification of deficiencies or shortcomings in the programme, such as incorrect or vague outcomes, incorrect methods, poor and defective training materials and the motivation level of the educators. Van Kradenburg (1993:141) distinguishes the following four aspects of a development programme that are usually evaluated:

- The intensity with which participants experience the programme and how functional or effective they regard it – **reaction**.
- The measure of knowledge, insight and skills acquired – **learning experience**.
- The measure of change that has manifested in work and organisational behaviour – **changes in behaviour**.
- The extent to which productivity has increased and job performance improved – **tangible results**.

Van Kradenburg (1993:141) further states that the effectiveness of development programme is determined by



- Its effect on the appraisee: Are there any changes in the behaviour and conduct of the appraisee?
- The outcome in the post itself. Is there any evidence of better and more productive job performance?
- The benefit for the school. Where the objectives of the school achieved?
- The necessity that each phase of the development programme be evaluated once it has been completed
- The effectiveness of the development programme may be determined during
  - book control of the educator by the head of department;
  - discussion of the examination papers and memoranda (assessment criteria) of the educator by the head of department concerned;
  - moderations of the examination scripts (assessment of the learners) of the educator concerned;
  - discussion of the end-of-the term or end-of the-year assessment results of the educator concerned
  - the next developmental appraisal.

## **2.11 OTHER MEANS OF PROFESSIONAL DEVELOPMENT IN THE SCHOOL**

Prinsloo (2003: 221-222) states that apart from formal appraisal, there are also many informal ways of developing educators. This means that the educator does not undergo an official training programme, but that development occurs in the daily work situation and the following opportunities could be used:

- Meetings, as well as round-table discussions, “buzz groups”, brainstorming and inter-group activities to help the educator to acquire the necessary knowledge and skills within his work situation.
- Informal advice or counselling by the principal or a member of the school management team.
- Book control reports.
- Discussion on tests or examination papers by the heads of department with educators.
- Moderation of examination scripts and mark schedules or learner assessment.
- Discussion of the appraisal report.

- Post enrichment (this refers to the vertical expansion of a post. An educator may act as a learning area head or a grade leader).
- Attending local and regional courses and conferences which provide opportunities for contact with other educators.

These will include meetings with other educators for learning area meetings, problem discussion groups, attendance of a lesson that is presented by an experienced educator, or visits to the media centre to keep abreast with available technology and its use during lesson preparation (Prinsloo, 2003: 221-222).

## **2.12 CHARACTERISTICS OF PROFESSIONAL DEVELOPMENT IN THE FOUNDATION PHASE**

In their research Mogari and Onwu (2004:174&175) suggest a model for professional development for Foundation Phase educators to be implemented in foundation phase, having the following characteristics:

- Close integration of the learning areas of Numeracy, Literacy and Life Orientation using teaching methodologies that are learner-centred and activities that are problem-orientated.
- Instructional modelling of new skills, and educators 'hands on and minds on' group work activities that help them to translate theory into practice.
- Reflective feedback from participating educators through diary entries (journals) that addresses educators; the affective domain with follow up visits and consultation with Foundation Phase Development (FPD) Staff.
- Regular (weekly) cluster meetings where participating educators work cooperatively, sharing ideas and teaching tips, assisting and empowering each other throughout the programme and encouraging a sense of professionalism and commitment.
- Follow-up school-based workshops, classroom visits and external district level support (district-wide workshop) that encourage continued implementation of reform-based teaching strategies in the classroom.
- Creation of a sense of ownership at various level – educators, learners, parents and provincial education authority officials - by involving them in all stages (or at

least at the initial planning stages) of the project. In this respect, the first step is a desire and commitment to change, authority is decentralised, communication is more or less bottom-up instead of top-down, and the group retains the control in the later stages.

- Participation in school support usually is in the form of leadership support of the principal, staff collegiality and district level management support.
- School rewards and incentives – provision of classroom learning support materials by government and funding or donor agencies.
- Participating higher education institutions become accessible to schools and vice versa. The partnership encourages and provides opportunities for educators to upgrade their qualifications, for the university staff to undertake work in the schools.
- The role of the implementation of the Early Childhood Development (ECD) specialist is crucial for providing ready support, and for accessibility in responding to educators' needs.
- Project training workshops – both district-wide and in-house help to build educator confidence in facilitating teaching and learning approaches.

There must be a flow of knowledge and skills on lesson preparations, presentations, assessments and recording which emanate from researches conducted at universities and transferred to either district or schools for the professional development of educators. The district is compelled to plan staff development activities based on individual and institutional needs to contribute, to implement and participate in staff development programmes (Employment of Educators Act 76 of 1998, 4.6 (e), (viii)). After the district planning the information is transferred to schools for educators' professional development through ongoing training to be conducted outside the formal school day. "All educators may be required by the employer to attend programmes for ongoing professional development, up to a maximum of 80 hours per annum. "These programmes are to be conducted outside the formal school day or during vacations" (Employment of Educators Act 76 of 1998, 3.2 (d)). In the same way, the principal is obliged to establish a professional development programme for educators as stated in Chapter 1. It targets both newly appointed educators and long serving educators who need to shift from old to new



ways of teaching and learning (based on Outcome Based Education, OBE). Education is continuously changing, therefore continuous training is unavoidable. Let me turn to the programmes expected to be at schools.

South Africa implemented Revised National Curriculum Statement in 2004 in the Foundation Phase which is based on Outcome-Based Education (OBE). This then compels the government and educators to be retrained in new methods and approaches of facilitating or teaching the learning content; it is a shift from traditional teaching to modern ways. The training of educators will therefore be based on new methods of teaching and learning, and that will be a move from teacher-centered to learner-centered teaching and learning. This will be a continuous professional development process to improve the teaching skills of educators and they should not fear the unknown, for once they get in they will realise that it is easier than anticipated (SABC News Bulletin, 2006).

## **2.13 CONCLUSION**

The chapter opens with a brief review of the history of Continuous Professional Development in schools. This, it is believed, would provide the Foundation Phase educators with opportunities for professional development, consequently leading to effective teaching in the Foundation Phase.

The balance of the chapter provided a catalogue of facts and information tracing the development of the programmes of CPD in England and other countries. In advocating the principles of educational borrowing the researcher firmly believes that the initiatives presently being undertaken in South Africa in general and in the Limpopo Province in particular could be influenced by this study. In examining and evaluating England and other countries as well as South Africa's experiences, the following is of relevance and significance to this study:

- It became clear in this chapter that high priority is accorded to the expansion and improvement of CPD in schools to ensure the quality of effective teaching and learning in Foundation Phase.



- This chapter underscores the great role attached to the CPD needs of educators and schools as key factors affecting educational change in schools.
- The literature reveals that the principal is responsible for development of the staff training programmes, both school-based, school focused and externally directed, and to assist educators, new and experienced in developing and achieving educational objectives in accordance with the needs of the school
- Evidence in this chapter was commitment of the government in terms of (Personnel Administrative Measures, South Africa, 1998c) that principals; deputy principals; heads of department and post level one educators are expected to participate in agreed school/educator appraisal processes in order to review their professional practices regularly with the aim of improving teaching, learning and management. These include educators placed in Foundation Phase.
- A range of courses or trainings was outlined in this chapter, designed to update, refresh and improve the competency of newly appointed and already long serving FP educators.
- Literature also reveals that to sustain CPD in schools there should be a partnership between tertiary institutions and schools as well as continuation of support from districts to schools.
- School-focused training/courses are seen as the key to CPD provision as they entail models which can be used at school levels.
- School principals and heads of department as well as senior educators are to play major roles in the CDP of educators.
- Evidence in this chapter is the increased needs for educator centres (involvement of educators from initial stages of the programmes up to implementation). This serves as venues for professional interchange of information, ideas and innovations and for exhibitions of teaching and learning resources.
- Guidelines to be used for CPD are outlined to ensure effective professional development in schools.
- Appraisal is explained as an instrument of CPD programme at school level.
- Even informal CPD activities should take place in the form of departmental and grade meetings

In concluding this chapter, it is true to say that South Africa is presently undergoing changes in its education system. This is apparent when one looks at the implementation of the Revised National Curriculum Statement in the Foundation Phase, based on the Outcomes Based Education (OBE) system. The extent to which the development of educators through CPD provision in England and other countries over the years influence the initiatives presently being undertaken in South Africa will depend upon those who teach in FP and those who are responsible for the provision of CPD for educators in FP, in the particular Limpopo Province.

Professional development of educators (creation of a positive learning environment; knowledge of the curriculum; lesson planning, preparation and presentation, and learner assessment) may improve the performance of individuals and schools. Staff and school development objectives need to be clearly stated and coupled with the departmental and school vision and mission. Schools should have school-based professional development programmes as they ensure investment in educators and improvement of learners' performance.

Conway, *et al*, 2005: 8 state that one-day and short-term workshops and conferences do not qualify as professional development; the only kind of professional development is a course of long-term workshops offered by a district or, more likely, a college or university. The point made is that there should be a link between tertiary education and the school to ensure CPD.



## CHAPTER 3

### EMPIRICAL INVESTIGATION

#### 3.1 INTRODUCTION

The general aim of this research project is to investigate how educators perceive and experience their own professional development. Using data obtained through taped individual interviews with the heads of departments and group interviews with individual educators teaching in the Foundation Phase of the selected schools, classroom observations of individual educators and document analysis, this chapter will deal with the data analysis.

#### 3.2 METHODOLOGY IN BRIEF

As discussed in chapter one, individual interviews with three heads of department responsible for the Foundation Phase were conducted at three primary schools; they are key informants as far as staff development in their departments is concerned. Group interviews were conducted with nine post level one educators who are responsible for teaching Grade 1 to 3 classes. Pre-formulated questions were asked. However, the participants were allowed to expatiate which determined follow-up questioning adhering to a semi-structured arrangement. Three educators were chosen from the group of nine for the classroom observation. After the classroom observation the researcher conducted individual interviews with the three educators participating in the classroom observation. All interviews were recorded and transcribed.

Document analysis of the following documents was done: Firstly, the minutes of staff and school management team meetings to see if issues relating specifically to professional training and development of educators were recorded and to find out how they were implemented. Secondly, the minutes of departmental and grades meetings were looked at to determine if matters relating to planning and implementation of the professional training and development of educators in the

department were recorded. Thirdly, written reports tabled by Master Teachers after short courses and workshops relating to planning and implementation of the professional development of educators were analysed. Lastly cascading information from short courses (five day short courses) was requested and analysed.

### **3.3 DATA COLLECTION AND ANALYSIS**

#### **3.3.1 Data collection**

According to Terreblanche and Durrheim (2002:45) data are the basic material on which a researcher's findings are based. Data come from observation and can take the form of numbers (numeric or quantitative data) or language (qualitative data). As explained in chapter one, the data of this qualitative study was collected through semi-structured interviews with individual heads of departments, group interviews, classroom observation of post level one educators, individual interviews of post level one educators and document analyses. All the interviews were audio recorded and transcribed.

#### **3.3.2 Interviews data analyses**

Data analysis involves the reduction and interpretation of data (Cohen & Manion, 1995:116). The researcher reduced the body of the data he obtained to a form of suitable for analysis. The researcher reduced a voluminous amount of data to the following themes and interpreted them. They are:

- Knowledge of continuous professional development in schools.
- Professional development practices used in schools.
- Implementation of professional development in schools.

All participants' comments were examined for the most important themes, issues and ideas. Trends and patterns in the content of each discussion and for the similarities and differences across a number of different groups on the topic were analysed (Litoselliti, 2003: 91).

The data were examined in depth paying attention to the tapes, including those of the follow-up interviews, documents, observation feedback and field notes.

The in-depth analysis of the interviews and group interviews, documents and observations helped in answering the following questions:

- Were the objectives achieved?
- What was confirmed and what was challenged by the findings?
- What new ideas emerged? (Litoselliti, 2003: 94).

### **3.4 SAMPLING**

Bless and Higson-Smith (1995: 85) describe a sample as a technical accounting device to rationalise the collection of information, to choose in an appropriate way the restricted set of objects, persons, events from which the actual information will be drawn. Similarly McMillan and Schumacher (1997: 169) describe a sample as a group or subject in a study. For this study the researcher used convenient sampling because educators were chosen due to easy accessibility and do not represent any group apart from themselves and do not seek to generalise about the all the educators in the circuit (Cohen, *et al.*, 2000: 102). In addition, the sample has been chosen for a specific purpose, which is from a group of educators who are teaching Foundation Phase in primary schools and who are expected to practise the Revised National Curriculum Statement (Cohen, *et al.*, 2000:103).

In this study the following participants were interviewed: three heads of departments, nine post level one educators (group interviews) and three post level one educators (individual interviews after the classroom observation).

Three schools were chosen because they were close to each other and situated in a rural area, therefore they were easy to reach. These schools were given the following symbols, PS1, PS2, and PS3. The Heads of Departments who were interviewed were from PS1, PS2, and PS3 and were willing to participate and the symbols A, B and C were assigned to them. Each head of department represented the Foundation Phase.

The Group Interview participants were chosen as follows:

The nine post level one educators were selected from PS1, PS2 and PS3. From each school three post level one educators were chosen as they represented Grades 1, 2, 3 from their schools. The nine participants were given the symbols D, E, F, G, H, I, J, K, L.

Post level one observation and individual interviews:

Three post level one educators were selected from the same focus group and they represented schools, PS1 PS2 and PS3. These educators represented grades 1, 2 and 3 from their schools. Their symbols were D, G and J. The subjects were willing to participate in classroom observation and an in-depth interview with the researcher.

### **3.5 PROFILE OF THE PARTICIPANTS**

#### **3.5.1 Heads of departments**

The ages of three heads of department of the three mentioned schools range from 41 and 50. They all have Grade 12 academic qualifications and professional qualifications of a Higher Education Diploma. Their teaching experience is as follows:

- Head of department B from school PS2 has 26 years of experience.
- Head of department A from school PS1 has 23 years of experience.
- Head of department C from school PS3 has 21 years of experience.

All heads of departments are female and teach in rural schools and had attended three day short courses before they were expected to implement Revised National Curriculum Statement (RNCS) in their classes and departments.

#### **3.5.2 Group interviews under PL1 educators**

The nine post level one female educators teach at the same schools as mentioned above (PS1,PS2 and PS3) and were given symbols D, E, F, G, H, I, J, K and L. They

also attended three-day short workshops before they implemented the RNC in their schools. Their profiles are as follows:

They all have academic qualifications of Grade 12. One of them was between 31 and 40 years old, seven of them were between 41 and 50 years of age and one more than 50 years. Their professional qualifications are the following:

- Two-year Teacher Certificates
- Three-year Teachers Diplomas
- Four-year Higher Education Diploma

Their experiences in teaching are:

- Two educators have been between 5 and 10 years in education
- One educator has between 11 and 15 years of experience
- Two educators have been between 21 and 25 years in education
- Four educators have been between 25 and 30 years in education

### **3.5.3 Observation of three PL1 educators:**

The three educators who were observed in the classroom were drawn from the group interviews. They represented PS1, PS1 and PS3 and educator D from PS1 represented Grade 1, educator G from PS2 represented Grade 2 and educator J from school PS3 represented Grade 3. Their profiles were as follows:

All of them had obtained Grade 12 and they have Teachers Diplomas (three years training after Grade 12). Their teaching experiences are as follows:

- PL1 educator D had 26 years of teaching experience.
- PL1 educator G had 14 years of teaching experience.
- PL1 educator J had 29 years teaching of teaching experience.

The three educators attended a three-day short course before the implementation of the RNC in their schools. The above three educators were also interviewed.





## 3.6 RESEARCH FINDINGS

The results of this study are presented in the form of a summary of participants' responses to the interview questions, observations and documents analysis.

### 3.6.1 Individual interviews with heads of departments

#### 3.6.1.1 *Perception of Continuous Professional Development in the Foundation Phase*

In order to establish head of departments' knowledge of continuous professional development, the researcher asked them what they understood about the concept of continuous professional development.

*How do you understand the concept of Continuous Professional Development (CPD) in schools?*

All three respondents described the process of continuous development as a strategy that will ensure that educators are lifelong learners. It was clear from the answers of all three heads of department that the continuous professional development of educators is a prerequisite for effective teaching and learning at a school. Two of the respondents had the view that professional development should start with a formal teaching training period at tertiary institutions and continue to school without a break. Two of the respondents believe that in order to develop continuously; schools should have a school-based programme developed by the principal. One head of department felt that university or tertiary institution staff should visit schools on a regularly basis for support and guidance of staff development. "Teachers should be continuously developed and there should be a programme that will help them at schools" one respondent added.

In view of the current focus on continuous professional development all three heads of departments expect the schools to have school-based professional development programmes initiated by the principal. In addition one respondent emphasised that "the role of the University should be to visit educators at schools and this will help educators to have more knowledge methods of teaching".



### 3.6.1.2 *Mentoring in schools*

Heads of departments were asked how they understand mentoring or mentorship in schools

*How do you understand the concept mentoring or mentorship?*

It was clear from the answers that all respondents know the meaning of the concept mentoring or mentorship. Mentoring was described as a process where an experienced educator gives guidance and assistance to newly appointed educators and where the veteran educator may benefit from the novices as they bring in new approaches of teaching from tertiary institutions and as a process where an experienced educator guides and supports the less experienced educator on how to teach. All of them had the view that the mentor should be the head of department who is also responsible to control the work of the educators in her department. They also indicated that no educators have been appointed as mentors at their schools and there are no mentoring programmes in their schools.

One of the heads of department felt that it is difficult for the head of department to guide and support post level one educators in her department because sometimes these educators are called to the workshops or short courses while their heads of department are excluded. It is therefore impossible to guide and support an educator without training. The other one added that sometimes the post level one educator serving under head of department is trained in professional matters in exclusion of the head of department; this makes it impossible for the head of department to guide and support that educator.

### 3.6.1.3 *Experience of the head of department after appointment*

*We often hear about the swim or sink/drown approach followed in schools. In other words, newly appointed heads of department are given the departments with no support/guidance or training. Tell me more about your experience when you were appointed as head of department*

All the respondents agreed to it that they had never received any professional guidance or support after being appointed as heads of department. The principals

concerned never called a formal meeting with the senior management team to guide them how to manage their departments. It was the view of one of the respondents that it is the task of the principal to guide, support and develops heads of departments in a school. One respondent explained that “as head of department I never received guidance from my principal. I had to learn from fellow educators”. The third person stated that she had to cope without support from the principal and there was no programme for professional development for heads of departments.

#### *3.6.1.4 Moral support and guidance to educators*

*Educators need help with discipline and classroom management, curriculum and lesson planning and school routine, but most of all they need moral support, guidance and feedback. Tell me about your own experiences regarding the statement.*

All respondents agreed that the head of department should give moral support to educators and acknowledge and reward good performance. Guidance should be given within the education policy framework. Educators should further be encouraged to enrol at tertiary institutions to upgrade their qualifications. Emphasis should be placed on team work in the department to support educators more effectively. One of the respondents felt that regular feedback to educators on how they perform is very important.

All respondents explained that they are not given opportunities at their schools to give educators the moral support they deserve because principals would not give them opportunities to present their views.

#### *3.6.1.5 Developmental appraisal at schools*

*Tell me about your perceptions and experiences of the appraisal programmes at your school. How do you feel about developmental appraisal at your school? Do you think it assists in developing the professional development of educators, both individually and collectively? Please substantiate.*

All the respondents acknowledged the importance of the development appraisal programmes in schools. Most of the schools concerned have a School Development Team (SDT) to help educators to identify their own weaknesses and strengths. Two of the respondents indicated that they have Development Support Groups which are responsible for observing educators in practice to help them to identify their developmental needs. One of the respondents, however, stated that although there is an appraisal programme at their school, no meetings for review are conducted while another respondent indicated that no frequent meetings of the School Development Team (SDT) are held.

#### *3.6.1.6 Clustering*

*How do you understand the concept 'clustering' of schools?*

One respondent described clustering as a meeting where groups of schools come together for curriculum planning. All the respondents have the view that 'clustering' of schools is a good idea which enables educators on the Foundation Phase to share knowledge such as the planning of learning programmes, the scheduling of work and the planning of lessons. Educators who attended the cluster meetings are supposed to give written feedback to the head of department. One respondent explained that at their school feedback from the cluster is given during staff meetings because educators who have attended the cluster workshops do not see the need for reporting to their head of department. However, one respondent explained that "the purpose of clustering is to enable educators to share knowledge to discuss planning of learning programmes, schedules and lessons".

#### *3.6.1.7 Follow-ups after short courses and workshops*

*Are facilitators able to make follow-ups after courses or workshops?*

Two respondents explained that after facilitators have conducted short courses or workshops they do not make follow-ups. One head of department indicated that sometimes a facilitator comes and visits the class of a master teacher only. All feel that facilitators should make regular follow-ups after workshops.

### 3.6.1.8 *Problems encountered by the heads of departments*

*As head of department how do you control the work of educators in your department?*

All heads of department explained that it is difficult for them to control the work of educators in their departments because sometimes educators are called for training while their heads of department are excluded. This means that the trained educator goes back to the school with knowledge and skills which the heads of departments do not have. They further explained that there is a non-governmental organisation which trains educators to be master teachers but not all heads of departments are identified to be trained. As a result heads of departments who are not participating in the master teacher programme feel they are not sufficiently skilled to control the work of educators who are trained as master teachers.

### 3.6.1.9 *The role of head of department*

*Tell me about your role as head of department on professional development of educators in your department. That is, how do you manage educators in your department? Give examples of planned professional development opportunities in your department*

Two of the respondents indicated that they never conduct formal department meetings at their schools. The third head of department said that for the past two years she had not conducted a formal departmental meeting but that she met with individual educators for work control. There are no further monitoring mechanisms in her department. Teaching in her department does not take place according to a plan timetable and no class visits are planned. The head of department of one of the schools indicated that they only have meetings at the beginning of the year and that there is no continuity because educators make unnecessary commitments. A respondent from one of the other schools indicated that they only have informal meetings before and after clustering to discuss the work.

#### 3.6.1.10 *Induction programme in Foundation Phase*

*After appointment of an educator do you require him/her to attend an induction programme?*

Although one of the heads of department felt that an induction programme for newly appointed educators is essential it was clear from all the respondents that they do not have any induction programmes for newly appointed educators at their schools.

#### 3.6.1.11 *The role of the principal in guiding and supporting the head of department*

*Tell me about the role the principal plays in supporting and guiding you to be able to assist educators in your department.*

According to one of the heads of department she has never received guidance or professional support from her principal since she was appointed as head of department. At the beginning of the year in which she was appointed the principal just gave her instructions for the year. No formal meetings are convened with the heads of departments of the school.

The heads of department from the two other schools indicated that there are no professional development programmes in their school for the heads of department. Two of the respondents agreed that it is the task of the principal to develop professional development programmes for the heads of department.

The three heads of departments pointed out that their principals do not even ask reports or any form of feedback of the workshops they attended.

The above explanations show that heads of departments were not guided and supported by their principals after they had been appointed. They seem to have difficulty in guiding and supporting educators in their departments. However, they believe that continuous professional development should start from the tertiary institutions and schools should have school-based professional development programmes which must be established by the principal. They also have the view

that mentors should be heads of departments because no educators are appointed as mentors.

### **3.6.2 Group interviews with post level one (PL1) educators**

To determine the perceptions, experiences and expectations of post level one educators about their own continuous professional development the nine educators were drawn from PS2, PS3 and PS4 for a group interview. The following questions were asked.

#### *3.6.2.1 Perceptions, experiences, expectations on continuous professional development*

*How do you understand the concept of Continuous Professional Development (CPD) in schools?*

Five post level one educators agreed that there should be continuous professional development of educators because methodologies and techniques of teaching and learning are changing. Two post level one educators said that there should be school-based training programmes in order to meet the changes in teaching and learning. The other two stressed the fact that professional development of educators should be continued by tertiary institutions or universities. One educator added that “I think ... because new methods of teaching are changing it is important for educators to be more enlightened about the changes in teaching”.

#### *3.6.2.2 Experience of post level one educator's after appointment*

*We often hear about the 'swim or sink/drown approach followed in schools. In other words, newly appointed heads of department are given the departments with no support/guidance or training. Tell me more about your experience when you were appointed as head of department.*

Seven educators from the group indicated that they were not given guidance or support by either heads of departments or their principals when they started teaching. They were just given classrooms without assistance. One educator indicated that she was given guidance on lesson preparation. Another educator

explained as follows, “When I started teaching I did not get any guidance from my head of department. I was just given a classroom and I started teaching without knowing what to do”.

### *3.6.2.3 Educators’ perceptions, experiences and expectations of their heads of department*

*What are your perceptions, experiences and expectations about your head of department?*

Most of the respondents explained that their heads of departments are unable to guide or support them because they attend short courses or workshops with them and there is no one with more information or knowledge. Four of the educators explained that their heads of departments do not attend training organised by the non-government organisations for the Department of Education. Only educators from their department participate in the training programmes with the result that the heads of department do not have the competencies to support or control what they do not know. They all agree that their heads of department would not guide or support them as they have a lack of knowledge and skills. One educator indicated that she perceived the head of department as someone who checks the work of educators and gives support where needed.

### *3.5.2.4 Clustering*

*How do you understand the concept ‘clustering’ of schools?*

They all explained clustering as the place and opportunity where they meet as different schools for curriculum planning. Four post level one educators indicated that clustering is where they exchange ideas on lesson planning and other methods of teaching and learning.

### *3.6.2.5 How do you understand the concept ‘master teacher?’*

Three educators described a master teacher as an educator who is selected from a school to be trained on new methods of teaching and learning. This educator will in turn cascade the acquired information to her or his fellow educators at school. The educator may be either a head of department or post level one educator.





Six respondents believe that heads of departments should be trained first in order to have knowledge. This will enable heads of departments to guide and support educators in their departments. Two of the educators in the group indicated that the first educator to be trained should be the principal followed by heads of departments and lastly the post level one educator.

### *3.6.2.6 Follow-ups after short courses or workshops*

*In the year 2004 you attended the short workshop for about three days. How did it help you in your professional development?*

Most of the respondents agreed that the three-day workshop did not give sufficient training and support to educators because since the training in 2004 facilitators had not made follow-ups. Some felt that the training should be longer and the facilitators should be better trained as some do not have the knowledge or competencies to train educators effectively. They all agreed that facilitators do not do follow up visits because they are also uncertain how to implement the new curriculum.

### *3.6.2.7 Developmental appraisal at schools*

*Tell me about your perceptions and experiences of the appraisal programmes at your school. How do you feel about developmental appraisal at your school? Do you think it assists in developing planning the professional development of educators, both individually and collectively? Please substantiate.*

One educator pointed out that in their school the selection of School Development Team (SDT) was not based on knowledge; the principal just chose those she wanted. The Developmental Support Group (DSG) was chosen not because of their knowledge of the learning areas; this led to the situation where an educator could become a member of the DSG even if she did not know the learning area.

Another educator indicated that the SDT was chosen by the staff and every educator had to choose her/his peer to be a member of (DSG) who knows the learning area of an educator.

Five of the group of educators stated that at their schools the selection of School Development Teams (SDTs) was not based on knowledge or competence; their principals just chose those they favoured. Therefore the Development Support Groups are not able support and guide their fellow educators. Most of the respondents indicated that individual educators choose their peers to assist them on professional development but that the choice is based on friendship and not on the person's ability to support his or her professional development.

They also explained that during classroom observation they do not feel free and that learners appear to be threatened by the observers.

### *3.6.2.7 The role of the curriculum advisor*

*What do you think is the role of curriculum advisor in connection with your professional development?*

All of them agreed that curriculum advisors should conduct short courses and workshops and visit schools to ensure that educators implement policies and give relevant guidance and support.

The group also agreed that school-based professional development should be established by the principal. They believe that heads of departments may not be able to guide and support them because they are trained at the same time with them. Hence they suggest that heads of departments should be trained first and eventually cascade information to them. They are of the opinion that educators who attend short courses or workshops should give formal reports to their heads of departments.

### *3.6.3 The observation of post level one (PL1) educators in their classrooms*

To understand how the educator creates a positive learning environment, has knowledge of curriculum and learning programmes, is able to plan, prepare and present a lesson and is able to assess learners, the researcher observed the educators in their classrooms.

An educator responsible for teaching a Grade 1 class at one school and educators responsible for teaching Grade 2 and Grade 3-classes at other schools were observed in classes.

The Grade 1 educator had a lesson plan which had not been designed according to policy. All three the educators did not have learning programmes, work programmes and records for learner assessment. Two of the educators had lesson plans which did not adhere to Foundation Phase Policy while another one did not have a lesson plan. All three of them did not have assessment records of learners' achievements. In one of the classes the learners were overcrowded (70 learners) and the educator was unable to create a positive learning environment

It appears that educators do not understand learning programmes, work programmes, lesson planning and record keeping.

#### *3.6.4 Individual interviews with post level one (PL1) educators*

Short interviews of thirty minutes were conducted with each of the three post level one.

##### *How often do you have departmental and phase meetings?*

The three educators stated that departmental meetings or phase meetings are not held at their schools. One educator from one of the schools indicated that there are sometimes phase meetings but no minutes are taken.

##### *How often do you have Grade meetings?*

One educator explained that they do not have grade meetings. The other two educators indicated that they do have grade meetings but they do not take minutes and there are no records of meetings.

Meetings in connection with School Development Team (SDT)

*How often does your School Development Team (SDT) convene meetings?*

The group agreed that the only thing they could remember about the (SDT) was when the principals called a meeting for the establishment of the School Development Team at their schools and since then there had been no meetings conducted by the SDTs.

### *3.6.5 Documents analysis*

The researcher analysed the minutes of staff and school management meetings. The researcher requested minute books and records of matters related to professional development and the following was found:

- Of the three schools only one was able to produce minutes of School Development Team (SDT) meetings, even though they were not in line with the relevant policy document.
- Records of reports and meetings of staff and school management teams from the three schools were not available.
- The educators who attended short courses and workshops did not give written reports to their principals, heads of departments or their colleagues.
- Master Teachers did not give written or formal reports to their heads of department or principals.

**THE RESEARCHER COULD NOT FIND ANY WRITTEN EVIDENCE ON ANY FORM OF PROFESSIONAL DEVELOPMENT AT THE SELECTED SCHOOLS.**



## CHAPTER 4

### RESEARCH FINDINGS, RECOMMENDATIONS AND CONCLUSION

#### 4.1 INTRODUCTION

This chapter gives an overview of the study with reference to the literature study, problem and objectives, as well as the method of research and results. Important findings, recommendations and topics for further research are discussed.

#### 4.2 SUMMARY

The objectives of the research were the following:

- Determining professional development practices used in schools
- Determining the perceptions, experiences and expectations of educators and heads of departments regarding their professional development.
- Making recommendations for the implementation of professional development programmes in schools.

These objectives were achieved through research in the form of a literature review followed by an empirical study.

This dissertation consists of four chapters. The following are summaries of the contents of each chapter.

CHAPTER ONE gives a general view of the study. The following aspects were addressed: The rationale of the study, the problem statement, objectives of the study, research design and methodology, validity and reliability of the study, ethical aspects of the research limitations and the structure of the research.

CHAPTER TWO focuses on the literature review to understand continuous professional development concepts, legislation and policies from international and South African perspectives.

CHAPTER THREE consists of data and detailed analysis of the data. Summaries of the interviews, observations and document analysis were discussed.

CHAPTER FOUR deals with the synthesis of the findings and presents recommendations of the study.

### **4.3 IMPORTANT FINDINGS**

In this sub-section the literature survey findings will be concisely expounded. The survey consists of knowledge and theories about the following:

- The expansion and improvement of Continuous Professional Development in school's Foundation Phase.
- Continuous Professional Development in other countries.
- The philosophy of Continuous Professional development in South Africa.
- The ultimate purpose of establishing continuous professional development in the Foundation Phase.
- The culture and climate of CPD in the Foundation Phase.
- Partnership between tertiary institutions and schools.
- School-based continuous professional development (induction and mentoring).
- Guidelines for implementing CPD in the Foundation Phase.

#### **Findings from the literature**

The literature survey has exposed the following important theories, practices and principles about CPD that could have an impact on the findings and conclusion of this research:

- The expansion and improvement of continuous professional development programmes in schools. Educators are expected to participate in the agreed school-based continuous professional development to ensure effective teaching and learning. The CPD programme further focuses on changes that



need to take place in educators to enable them to fit into the present system of teaching and learning.

- The role of CPD. The important role attached to CPD the needs of educators and schools are key factors affecting educational change in schools.
- The literature reveals that the principal is responsible for development of the staff training programmes, school-based, school-focused and externally directed, and to assist educators, new and experienced, in developing and achieving educational objectives in accordance with the needs of the school.
- Principals, Deputy Principals, Heads of Department and Post Level One educators are expected to participate in agreed school/educator appraisal processes in order to review their professional practices regularly with the aim of improving teaching, learning and management. These include educators placed in the Foundation Phase.
- A range of courses designed to update, refresh and improve the competency of newly appointed and already long serving FP educators has been outlined.
- Literature also reveals that to sustain CPD in schools there should be a partnership between tertiary institutions and schools as well as continuation of support from districts to schools.
- School-focused training/courses are seen as the key to CPD provision as they entail models that can be used at school level.
- School principals and Heads of Department as well as senior educators are to play major roles in the CDP of educators.
- Evidence reveals the increased need for educator centres (involvement of educators from initial stages of the programmes up to implementation). These serve as venues for professional interchange of information, ideas and innovations and for exhibitions of teaching and learning resources.
- Guidelines to be used for CPD are outlined to ensure effective professional development in schools.
- Appraisal is explained as an instrument of CPD programmes at school level.
- Even informal CPD activities should take place in the form of staff, departmental and grade meetings.

### 4.3.2 Important empirical findings

The following findings have been drawn from the empirical study:

- **Understanding of Continuous Professional Development:** Although the study has found that the educators concerned have the basic knowledge about what Continuous Professional Development entails, it is clear from the findings that continuous professional development is not a serious priority in the selected schools. It is further clear from the responses of all three the heads of department from the selected schools that their schools do not have any formal school-based continuous professional development programmes for heads of department or for educators. The heads of department, however, believe that the principal of the school has to initiate such a programme.
- **Mentoring in schools:** All three heads of department from the selected schools are aware of the role mentors could play in a school to support and to develop especially newly appointed staff. They explain mentoring as a process whereby an experienced educator gives guidance and assistance to newly appointed educators and whereby the veteran educator may benefit from the novices as they bring in new approaches of teaching from tertiary institutions. It is further interesting that all the respondents feel that the head of department should act as the mentor. There is also a feeling among the heads of department concerned that it is difficult to guide and support educators in the department due to the fact that while educators are selected for short courses or workshops on curriculum development, heads of departments are excluded from the training.
- **Experience of heads of department after their appointments:** All heads of departments of the three schools concerned agreed that they never received any professional guidance or support after being appointed as heads of department. The principals concerned never called a formal meeting with the senior management team of the school to guide them how to manage their departments. There are no professional development programmes for heads of departments in the selected schools.





- **Experience of post level one educators after their appointments:** Seven educators from the group of nine indicated that they were not given guidance or support by either the head of department or their principals when they started teaching. They were just given classes without any assistance. Only one educator indicated that she had received guidance on lesson preparation.
- **Perceptions of and experiences of PL1 educators concerning the heads of departments:** The reason why heads of department are unable to guide and support educators in their departments is that post level one educators are selected to attend short courses (Integrated Education Programme) on professional development. These educators are called Master Teachers. Master teachers are expected to cascade the information to their colleagues, including their heads of departments. The heads of department who do not attend the short courses are unable to guide their departments about what they have not been trained in. Most of the respondents believe that the heads of department and even the principal of the school should be trained first to empower them to support and assist educators professionally at their schools.
- **Problems encountered by heads of departments:** The heads of departments explained that it is difficult for them to give guidance or to monitor the work in their departments because educators are called for training while their heads of department are excluded. They further explained that there is a non-governmental organisation that trains educators as master teachers but most of the heads of departments are not selected to be trained. As a result heads of departments who are not participating in the master teacher programme feel they are not sufficiently skilled to give guidance or to monitor the work of educators who have been trained as master teachers.
- **Follow-ups after short courses or workshops:** All the respondents from the selected schools agree that the facilitators responsible for short courses never made follow-ups since the first short course about the revised curriculum was offered in 2004.



- **Development appraisal at schools:** The statement was made that the selection of the School Development Team (STD) was not done on the basis of expert knowledge of specific learning areas but that the principal selected those he or she favoured. Individual educators choose their peers on the Development Support Group to assist them with their professional development on the basis of friendship and not the person's ability to support their professional development.
- **The role of the head of department:** The heads of departments do not convene departmental meetings due to the many commitments of educators. Very few opportunities are created in departments to stimulate staff development. It seems if book control is the only way in which educators receive any form of professional guidance from their heads of departments.
- **The role of the principal:** It was clear from the interviews with the three heads of departments that principals do not guide or support their heads of departments to develop as professionals. It further seems that in all three schools little is done to plan the activities of the term or the academic year in advance because no provision is made for senior management meetings or departmental meetings. It seems as if there is also a lack of a proper school policy regarding the feedback from master teachers and the cascading of information after short courses or workshops. In the three selected schools no senior management team meetings are conducted.
- **Induction programme in the Foundation Phase:** According to heads of departments of the selected schools there are no induction programmes for newly appointed staff at their schools.
- **Classroom observation:** Educators do not know the contents of the Revised National Curriculum Statement which enables learners to participate actively in a lesson. The educators' lessons do not adhere to Foundation Phase policy requirements. All educators were not aware that there Performance Standards are used for the evaluation of educators in a classroom. They did

not have Learning Programmes or Work Schedules and only two educators had lesson plans. They did not have assessments records of learners' achievement.

- **Short interviews-observed PL1 educators:** There are no meetings with parents. There are no department or phase meetings. Although there are some grades meetings minutes are not taken. No meetings for the establishment of the School Development Teams (SDT) are conducted. School Development Teams (SDT's) do not call review meetings. There are no meetings between the educators and the Development Support Group (DSG).
- **Document analysis:** Records of reports and minutes of staff, phase, department and grades meetings from the three schools were not available. The educators who attended short courses and workshops do not give written feedback/reports to their principals, heads, departments or their colleagues.

#### 4.4 CONCLUSION

It is clear that both heads of departments and PL1 educators interviewed and observed indicated that there are no school-based continuous professional development programmes at their schools or if they were available they were not aware of them. They feel that continuous professional development programmes should be introduced or revived at their schools. This school-based Continuous Professional Development (CPD) is needed because the methodologies and techniques for teaching and learning are ever changing. The statement is echoed by Bolam (in Bubb & Earley, 2004:4) who states that "Continuous professional development is any professional development activities engaged in by educators that enhance their knowledge and skills and enable them to consider their attitudes and approaches to the education of the learners, with a view to improve their quality of teaching and learning".

They believe that the professional development programmes should commence on tertiary institutions and be made available to schools. For the purpose of the

continuation of professional development of educators from tertiary institutions to schools, Dawn (1995:131) states that the educator's ability may be well served by a three part contract between educator, employing institution and higher education in order to meet the range of needs, expectations and requirements involved.

Schools should have both induction and mentoring programmes for newly appointed and veteran educators respectively. Induction programmes allow trainee to access to their own practices, including their strengths and weaknesses, and can provide a platform for critical, constructive dialogue and evaluation between educators and their trainers (Marion, 2001:15). Research suggests that principals should be able to institute supportive activities and build school cultures that are welcoming and user-friendly to novice educators as they begin and build a lifelong career in teaching (Wood, 2005:59). Mentoring assists educators to build confidence, reflect on their experience and properly assess the wisdom and knowledge experience in their schools ((McCormack), 2003:134)

The principals should first create school-based professional development of heads of departments and proceed to that of post level one educators as this will enable heads of department to develop the educators in their departments in turn. The statement is in line with the core duties and responsibilities of the principal which entail the development of staff training/development programmes, both school-based and externally directed to assist educators, new and experienced, in developing and achieving educational objectives in accordance with the needs of the school (Personnel Administrative Measures (PAM) of 1998, as determined by the Minister of Education in terms of Employment of Educators ACT, 1998). It therefore means that all South African school are compelled to have school-based professional development programmes initiated by principals.

Most educators reported that there are no meetings or programmes of School Development Teams (SDT) at their schools. They do however felt that there should be School Development Teams that have programmes for professional development. According to (DoE, 2003:12) the role of the SDT is to prepare and monitor the management plan for developmental appraisal.

Educators who attended short courses or clustering do not report back to their heads of department or principals. The well meant policy to train master teachers to ensure effective cascading of information from short courses or workshops to schools could lead to a power struggle between heads of departments and these master teachers if heads of departments are not empowered to manage and to guide educators in their departments. It further seems as if no body is willing to take the responsibility for the professional development of educators at the selected schools.

#### **4.5 RECOMMENDATIONS**

Given the lack of school-based professional development of heads of departments and PL1 educators in Foundation Phase, the following should be implemented by the department of education:

- The highest priority for professional development should be accorded to the implementation or improvement of CPD in the Foundation Phase to ensure a better quality of teaching and learning.
- Continuous professional development should meet the needs of both educators and the school in accordance with IQMS (Performance Standards) as the only instrument to measure professional performance. The needs of the educators and schools can only be determined if the development appraisal system is effectively implemented.
- The Department of Education should ensure the empowerment of all principals and senior management staff at every school. They are the people who should use their expertise to guide and to assist educators in schools to ensure effective teaching and learning. Cascading should therefore be done from a position of authority and power. Heads of departments are in the ideal position at a school to take the responsibility for the cascading of new information to their departments. Short courses and important workshops should be followed by visits from departmental officials responsible for educator training in districts to ensure that policy implemented in every classroom. The principal and the head of department concerned should be held accountable for the successful implementation of short courses.



- School-based workshops or short courses must be designed to upgrade, refresh and improve the competency of newly appointed and educators.
- Foundation Phase focused training/courses are seen as the key to CPD as they entail models that can be used at phase level.
- Guidelines to be used for CPD are outlined to ensure effective professional development in phases.
- Capacity building should commence with principals and continue up to PL1 educators.
- Training/professional development should be conducted outside the formal school day or during vacations using maximum of 80 hours per annum.
- The curriculum advisors should conduct workshops and make follow-ups to schools.
- For the programme to be effective follow-ups should be made by facilitators of short courses or workshops.

The following should be done in schools to encourage staff development:

- Curriculum delivery should be in accordance with policy documents and this includes learning programmes, work programmes, lesson planning and learner assessment.
- Principals should ensure that school-based professional development is established and monitored for heads of departments and PL1 educators.
- Staff, departmental, phase and grade meetings should be seen and used as professional development opportunities. Minutes of meetings should be available.
- School principals, heads of departments, senior educators and master teachers should play major roles in the CPD of educators.
- Post Level One educators should be involved from the initial stages of the programmes up to the implementation. This will serve as a platform for professional interchange of information, ideas and innovations and for exhibitions of teaching and learning resources
- A mechanism for the report back, implementation and monitoring of the implementation of short courses should be put in place.



#### **4.6 ACKNOWLEDGING THE LIMITATIONS OF THE RESEARCH**

This research was limited to the Modimolle District in the Mokopane Circuit in the Limpopo Province. The research focused primarily on the perceptions, experiences and expectations of heads of departments and educators regarding their professional development in the Foundation Phase of primary schools in the Limpopo Province. An important limitation was that the research was undertaken in the Foundation Phase of three rural primary schools. Three heads of departments responsible for the Foundation Phase and nine educators (three from each of the selected schools) were used to supply the data. As the three selected rural schools represent a small percentage of the rural primary schools in the Limpopo Province, the sample only allows for the perceptions, experiences and expectations of educators teaching in the rural areas of the Limpopo province. Therefore it is crucial and important that further studies be conducted in other parts of the province to determine what could be done to encourage continuous professional development in all schools.

#### **4.7 ASPECTS OF FUTURE RESEARCH**

In view of the limited scope of this study, a more in-depth study should provide more insight into the topic. The following aspects of the study need further investigation:

- The role of the principal and other educational leaders in establishing school-based continuous professional development.
- The reasons why many schools fail to establish school-based continuous professional development of educators and to use the guidelines from the provincial and national policies.
- Why continuous professional development practices are not visible in rural schools.

#### **4.8 CONCLUDING REMARKS**

School-based continuous professional development programmes are of major importance to all school-based educators. All schools should have properly organised and managed staff development programmes in which educators willingly

participate. The programme should serve its purpose of addressing the needs of both educators and the school as well as improving learner performance.

For effective professional development principals need to be trained to develop and to implement the programmes at school level. It is also significant that the principal and other training agents should empower heads of departments to guide and assist the professional development of educators in their departments. Heads of departments should know their responsibilities in regarding the professional development of educators in their departments and the senior management team of schools should be held accountable for the successful implementation of these programmes.





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## **ANNEXURE 1**

### **INTERVIEW SCHEDULES**

#### **1 INTERVIEW SCHEDULE HEADS OF DEPARTMENTS**

##### **Perceptions of Continuous Professional Development in the Foundation Phase**

- How do you understand the concept of Continuous professional Development (CPD) in schools?

##### **Mentoring in schools**

- How do you understand the concept mentoring or mentorship? Do you make use of mentors at your school?

##### **Experience of head of department after appointment**

- We often hear about the 'swim or sink/drown' approach followed in schools. In other words, newly appointed heads of department are expected to manage the departments with no support/guidance or training. Tell me more about your experience when you were appointed as head of department.

##### **Moral support and guidance to educators**

- Educators need help with discipline and classroom management, curriculum and lesson planning and school routine, but most of all they need moral support, guidance and feedback. Tell me about your own experiences regarding the statement.



### **Developmental appraisal at schools**

- Tell me about your perceptions and experiences of the appraisal programmes at your school. How do you feel about developmental appraisal at your school? Do you think it assists in developing planning the professional development of educators, both individually and collectively? Please substantiate your answer.

### **Clustering**

- How do you understand the concept 'clustering' of schools?
- What is the value of clustering?

### **Follow-ups after short courses and workshops**

- Are facilitators able to make follow-ups after courses or workshops?

### **Problems encountered by the heads of departments**

- Which problems do you encounter at your school regarding the professional development of educators in your department?

### **The role of heads of department**

- Tell me about your role as head of department on professional development of educators in your department. That is, how do you support educators in your department? Give examples of planned professional development opportunities in your department.

### **Induction programmes in the Foundation Phase**

- After appointment of an educator do you expect him/her to attend an induction programme?

### **The role of the principal in guiding and supporting heads of department**

- Tell me about the role the principal plays in supporting and guiding you to be able to assist educators in your department.



## 2 GROUP INTERVIEWS WITH POST LEVEL ONE (PL1) EDUCATORS

To determine the perceptions, experiences and expectations of post level one educator's about their own continuous professional development, the following questions were asked.

### *Perceptions, experience, expectations on continuous professional development*

- How do you understand the concept of Continuous Professional Development (CPD) in schools?

### *Experience of post level one educators after appointment*

- We often hear about the “swim or sink/drown” approach followed in schools. Tell me more about your experience when you were appointed as educator.

### *Educators' perceptions, experiences and expectations of their heads of department*

- What are your perceptions, experiences and expectation about the role your head of department plays in your own professional development?

### *Clustering*

- How do you understand the concept ‘clustering’ of schools? Do you think that cluster meetings add any value to your professional development?

### **Master teacher**

- How do you understand the concept ‘master teacher’? What is the role of the master teacher in your professional development?

### **Follow-ups after short courses or workshops**

- In the year 2004 you went to the short workshop for about three days. How did it help you in your professional development?

### **Developmental appraisal at schools**

- Tell me about your perceptions and experiences of the appraisal programmes at your school. How do you feel about developmental appraisal at your school? Do you think it assists in developing planning the professional development of educators, both individually and collectively? Please substantiate your answers.



### **The role of curriculum advisor**

- What do you think should the role of curriculum advisor be in connection with your professional development?

### **3 INDIVIDUAL INTERVIEWS WITH POST LEVEL ONE (PL1) EDUCATORS**

Short interviews of thirty minutes were conducted with each of the three post level one educators observed to investigate professional development activities based on meetings as part of professional developments.

#### **Departmental meetings**

- How often do you have departmental and phase meetings? Do you think that these meetings add value to your professional development?

#### **Grade meetings**

- How often do you have grade meetings? Do you find that these meetings support you to improve your teaching?

#### **School development meetings**

- How often does your School Development Team (SDT) convene meetings? Do you find the meetings with the School Development team supportive to help you to improve your teaching skills?



## ANNEXURE 2

### OBSERVATIONS

**Observation in the classroom focused on:**

- The creation of a positive learning environment.
- Implementation of knowledge of the curriculum and learning programmes.
- Lesson planning, preparation and presentation.
- Learner achievements.



## **ANNEXURE 3**

### **DOCUMENTS ANALYSIS.**

**The researcher analysed the minutes and records of the following documents to determine how they contribute to staff development:**

- Staff meetings.
- School management team meetings.
- Department or Phase.
- Grade meetings.



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## **ANNEXURE 4**

**Annexure 4: Approval letter from Provincial Department**

**Annexure 5: Thank you letters to schools where I conducted interviews and observations**