

**QUALITY ASSURANCE OF CONTINUING PROFESSIONAL
DEVELOPMENT PROGRAMMES FOR LANGUAGE TEACHERS**

by

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DECLARATION

I, Samson Mlombo, declare that this dissertation titled **Quality Assurance of Continuing Professional Development Programmes for Language Teachers** is my own work and has not been submitted for any degree at any university before and that all sources quoted have been acknowledged by means of complete references.

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I.



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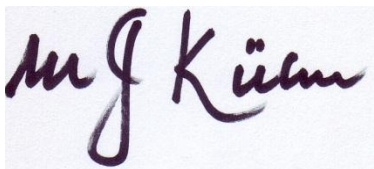
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TO WHOM IT MAY CONCERN

This is to certify that I, the undersigned, have edited the Master's dissertation titled **Quality Assurance of Continuing Professional Development Programmes for Language Teachers** by Samson Mlombo for language and grammar errors.

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II.

DEDICATION

This dissertation is dedicated to:

- My beloved wife, Nompumelelo, who was patient with me when I would now and then steal the quality time supposed to be spent with her, using it for studying and also for disturbing her sleep by having to wake up at three in the morning to catch up on my studies.
- My beloved daughters, Deliwe and Gcina, who would bear with me spending more time doing my own studies instead of substantially helping them with theirs.
- My late parents, William and Dina Mlombo, who, despite not having been to a classroom, instilled into me the love for school and a quest for personal development through education.
- My late brother, Absalom Mlombo, who was my source of inspiration. Not having been to school significantly himself, through hard work and focus he was able to live a life far better compared to that of a number of his contemporaries who had been better exposed to education. He would support me in any positive venture I would embark on.
- All South African and African children, more especially those from a background similar to the one I come from.

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- All the teachers and subject advisors who participated in this research.

ABBREVIATIONS/ACRONYMS USED IN THIS STUDY

No.	Abbreviation/Acronym	Meaning
1.	AEE	Association for Experiential Education
2.	CIPP	Context, Input, Process, Product
3.	CPD	Continuing Professional Development
4.	CPDP	Continuing Professional Development Programmes
5.	CPTD	Continuing Professional Teacher Development
6.	DoE	Department of Education
7.	ELRC	Education Labour Relations Council
8.	EPOSTL	European Portfolio for Student Teachers of Language
9.	FET	Further Education and Training
10.	INSET	In-service Education and Training
11.	IPET	Initial Professional Education of Teachers
12.	IP	Intermediate Phase
13.	IQMS	Integrated Quality Management Systems
14.	NACCCE	National Advisory Committee on Creative and Cultural Education
15.	NCS	National Curriculum Statement
16.	NGOs	Non-Governmental Organisations
17.	NLS	National Literacy Strategy
18.	PGP	Personal Growth Plan
19.	SP	Senior Phase
20.	TDA	Training and Development Agency for schools

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ABSTRACT

There seems to be a lack of synchronisation between the acquisition of skills, knowledge, values, teaching techniques, and so forth from professional learning interventions and the application thereof in practice by teachers in general and language teachers in particular. Those charged with ensuring that teachers' development needs, in terms of Collective Agreement 8 of 2003 (DoE, 2003), receive attention, seem to be complying with that prerequisite without establishing whether such interventions really do address the need for development.

This study focuses on the quality assurance of workshops meant to address the professional development needs of language teachers. This was explored in terms of learning theories informing methods used when facilitating professional development workshops for teachers and the assessment of teachers during the workshops, including evaluation of the workshops themselves and the quality assurance of those workshops.

The study has found, among others, that the methods used during facilitation are not sourced from a variety of professional learning theories, including different learning styles that accommodate teachers who learn differently from others; a variety of assessment methods is not used to assess language teachers during the workshop sessions and quality assurance of the workshops internally and externally scarcely takes place.

KEY WORDS

- Adult learning theories
- Assessment
- Facilitating professional learning
- Learning styles
- Life-long learning
- Multiple assessment techniques
- Programme evaluation
- Quality
- Quality assurance
- Teacher professional development

CHAPTER 1

ORIENTATION

1.1 Background

Teachers, specifically language teachers, have always been part of professional development programmes but still find facilitating certain aspects of language teaching a challenge. This is evidenced by teachers indicating one and the same aspect of language teaching as a need for development despite evidence that such a need was addressed the previous year. This research tries to determine why this is the case and examines the quality assurance of some continuing professional development programmes/workshops offered to language teachers. The study included, among others, investigating the application of adult learning theories that inform the workshops teachers attend, how the workshops are facilitated by the programme facilitators, how professional teacher development takes place, how the teachers are assessed, how the programmes are assessed and how quality of the workshops is assured.

The importance of continuing teacher professional development cannot be over-emphasised in general and particularly in a country like South Africa that has just emerged from a divided past. Prior to 1994, education in South Africa was divided along racial lines. There was a department for each racial group. There were education departments for the House of Delegates and the House of Representatives for Indians and Coloureds respectively. For the Whites each province, namely the Transvaal, the Orange Free State, Natal and the Cape had its own department of education. For the Blacks the education departments were divided along tribal lines. There were the four so-called independent states within South Africa, namely the Transkei, Bophuthatswana, Venda and Ciskei and the then so-called Bantustans whose leaders refused to declare themselves independent, namely KwaZulu, KaNgwane, KwaNdebele, Qwaqwa, Leboa and Gazankulu that each had its own department of education. This division meant that there was no alignment even in the programmes that were offered by the different departments of education for initial teacher education and for further teacher development (DoE, 2006). With the dawn of the new dispensation in 1994 it became evident that what the institutions of higher learning offered their student teachers in preparing them

for teaching, varied considerably across institutions. It was therefore important to bring about alignment to bridge this schism. This led to the policy on *Higher Education Transformation, White Paper 3* (DoE, 1997).

However, even before 1994, teachers had been participating in professional development through universities and distance learning programmes, among other ways. The fact that teachers continue to find it a challenge to link what they have learnt from continuing professional development programmes to their classroom practice suggests that there is a need to determine how these continuing professional development programmes are quality assured.

1.2 Position of the researcher

As a Project Manager for the Integrated Quality Management System in the Department of Basic Education, part of my tasks is determining how teachers' identified development needs are attended to at school and district level in order to see performance appraisal as being informed by developmental appraisal. Documentary evidence found in schools indicates that teachers have always been engaging in self-driven continuing professional development initiatives even before the dawn of the new dispensation (DoE, 2006) although, more often than not, the motive has always been either promotional or salary-orientated. In their Personal Growth Plans teachers reflected on one and the same area of development despite reports that they had been addressed. I do not think the development acquired by the teachers really addressed their development needs. This made me curious as to what the reasons could be and how professional learning during the programmes was being facilitated and assessed, how the teachers themselves were assessed, how the programmes were quality assured and how the programme facilitators ensured that the teachers were being professionally developed.

1.3 Problem statement

When teachers' development needs are identified and measures are taken to address them, one would expect to see the teachers developing professionally. However, it becomes a worrying factor when the same needs are identified by the same teacher in subsequent years despite evidence of their having been addressed. The greatest challenge faced by teachers in

general and language teachers in particular, is their participating in developmental interventions intended to improve their classroom practice, only to come out of such sessions being more confused than before. I say this because I have been such a teacher myself during my teaching career. If this be the case, it becomes necessary for one to be inquisitive and to determine if such continuing professional development workshops do offer the recipients thereof, in this case the language teachers, opportunities for effective professional learning.

Curriculum change, specifically regarding language curricula, more often than not leads to the introduction of new approaches to facilitating certain aspects of language learning. The phasing in of the National Curriculum Statement (DoE, 2003) in the South African education system at the dawn of the 21st century saw a plethora of approaches to facilitating language learning being introduced and workshops being conducted as a bid to bring teachers on board the new curriculum. Each approach introduced is deemed to be the last solution to teachers' need for professional development but my study addresses the opposite of this claim. No matter how often such interventions or workshops may be conducted, the manner in which they are packaged and implemented contributes significantly to the mastering of the desired outcomes, which is offering language teachers opportunities for professional development for the improvement of their classroom practice, thus enhancing learner achievement. Teachers have been attending the same type of professional development workshops since they became teachers but are still grappling with trying to facilitate some aspects of language learning. Questions relating to adult learning theories that underpin those continuing professional development workshops, the way the workshops are facilitated by programme facilitators, how the workshops are assessed and how quality is assured are often posed. The Personal Growth Plans of the teachers, where one and the same development need is reflected year after year despite evidence that it was previously addressed, tell the story.

1.4 Rationale

The study is premised on the observation of language teachers participating in continuing professional development workshops organised by either officials of the Department of Education or other organisations with an interest in education, with the aim of offering language teachers opportunities for professional development relating to aspects of language teaching. It therefore aims to determine why some teachers participating in these continuing

professional development interventions indicate the same development needs in their Personal Growth Plans (PGPs) in subsequent years, despite evidence that such needs have been addressed.

This knowledge is vital as programme designers and facilitators would know that strategies of facilitating professional development programmes that produce the desired results have to be based on adult learning theories, assessment of the participating language teachers and assessment of the workshops themselves. Facilitators have to do introspection to question their own facilitation acumen, invite other facilitation specialists within their field of specialisation to observe their skills of facilitating professional learning. They should also invite specialists from outside their field of specialisation to quality assure their skills of facilitating learning during workshops. My research also aims at encouraging teachers to attend professional development workshops to hone their professional skills and this can only happen if they see value in doing so.

1.5 Aim

The aim of the study is therefore to try and understand why some language teachers who have participated in continuing professional development programmes offered by district facilitators and other organisations with interest in education, identify one and the same aspect of language teaching and learning as their development need in subsequent years despite written evidence that the need was previously addressed. This evidence was gleaned from the teachers' Personal Growth Plans and the Development Cycle Reports supposed to be compiled by each school after every Development Cycle from April to June and from July to September (Collective Agreement 8, DoE, 2003). My study therefore seeks, among others, to determine the reasons why this is the case and how professional learning during the workshops is facilitated, how the workshops are evaluated, how the teachers are assessed during the workshops and how the quality of the workshops is assured.

1.6 Research questions

The main research question is the following:

How is the quality of workshops assured if the same professional development needs,

Previously addressed, are repeated?

As explained earlier under 1.2 **Position of the researcher**, part of my job as Project Manager for the Integrated Quality Management System (IQMS) is to assess teachers' identified development needs as per the content of their Personal Growth Plans and link them to development offered by schools, districts and other stake-holders with interest in education aimed at addressing the English teachers' development needs. The main research question is informed by the realisation that despite evidence that such development needs were previously addressed, teachers still regard them as their development needs in subsequent years.

In consideration of the social and geographical contexts of the study, the following specific questions were asked:

- What adult learning theories inform the methods used for facilitating learning during workshops aimed at professionally developing language teachers?
- How does the assessment of the professional learning of teachers take place during workshops?
- How is the quality of the workshops assured in terms of intra-personal, internal and external quality assurance?

Each of the questions has been included owing to its relevance to the research. The questions kept the discourse grounded within the scope of the research. The specific questions have served as a point of departure for deciding on the research design, research methods and appropriate instruments for collecting relevant data and doing data analysis.

1.7 Conclusion

This chapter provides the background to the study, including my position as researcher in the study, reasons that prompted me to undertake this research journey, what the study aims at achieving and the research questions that informed the findings.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Having noted, through the perusal of teachers' PGPs, that some language teachers tend to identify one and the same aspect of language learning as their development need in subsequent years despite written evidence that such a need was previously addressed, the literature reviewed shed light on some relevant adult learning theories; some related theories are those on learning styles, assessment methods, quality assurance, professional development and principles on the roles of educators. The conceptual framework that I have constructed is based on the essence of these theories. The research questions posed in Chapter 1 informed the literature search and the study of relevant scholarly work.

2.1.1 Applicable terminology: Based on the literature studied, an array of terms that are applicable to the core of my study is subsequently discussed.

- *Teacher professional development*

Teacher professional development is an organised effort targeted towards changing [language teachers'] behaviours with the expectation that these changes will improve their teaching practices, and subsequently their professional learning (Guskey, 1986). I find it important that language teachers should apply in the classroom the best methods of facilitating learning strategies and implement activities explored during workshops. According to Caffarella (2002) long-term formats for professional development like study cycles, practitioner research projects, online courses and mentoring initiatives provide opportunities and support that encourage language teachers to transfer professional learning from training [sic] sessions to classrooms. Individual and school-based professional development is more specific compared to development received from off-site workshops, which is more general. I would support an off-site development intervention that taps into the language teachers' core

classroom activities rather than one that is more generic. Teachers need basic content and pedagogical knowledge through pre- and in-service education which is not the case at present (Reitzug, 2002).

- *Adult learning theories*

Adult learning theories are theories that help adults learn (Knowles, 1980). Adult learning theories have to be linked to what language teachers, as adult learners, can presently do with the learning acquired. Humanism, personal responsibility orientation, behaviourism, neo-behaviourism, critical perspectives and constructivism are all important perspectives on adult learning theories (Ross, 2002).

- *Learning styles*

There is a variety of definitions for learning styles but for this study the following definition will apply: the unique way of thinking and reasoning that characterises an individual professionally learning teacher (Gordon & Bull, 2003).

- *Assessment*

The ability to measure what learning has occurred with regard to the teachers receiving learning; also the value of the process of learning, namely the programme (Simmons & Wagner, 2009).

- *Quality assurance*

A continuous process of assessing, monitoring, guaranteeing, maintaining and improving the quality of programmes (Vlasceanu, Grunberg & Parlea, 2007).

- *Facilitating professional learning during workshops*

Anything and everything *the facilitator* does before, during or after his/her professional learning experiences are about promoting his/her critical reflection that is critically thinking back on and the application of the professional learning experienced during a workshop; integrating, which is adding the value of the new professional learning to the existing experiences and continuation of lasting change, which is sustaining the learning experiences acquired through participation in the professional development workshops (Priest & Gass, 2000).

2.2 Adult learning theories and learning styles

This sub-topic on adult learning theories is crucial here since teachers are adult learners. The importance of professional development programmes being underpinned by applicable learning theories cannot be overemphasised (Joyce & Showers, 1988; Adey, 2004). Adult learning theories contribute to setting the scene for how a professional development programme has to be designed and implemented and what theories inform curricular change. Developing teachers professionally needs the application of divergent approaches. It is due to the multidimensional nature of the developmental interventions, such as workshops, that more theories need to be visited. The following are a few adult learning theories to which reference is made:

- *Experiential Learning*

Observing teachers in practice is a powerful tool for supporting and developing them in the relevant context. My study agrees on the school of thought that defines experiential learning as education that occurs as a direct participation in the events of life (Houle, 1980). He further states that learning in this way is achieved in the practice of reflection on daily experiences. I value the practice where, after attending a professional intervention such as a workshop, a teacher personally and critically reflects in writing on how he or she considers the workshop to have addressed his or her development needs and indicates the extent to which the development did so, whether fully, partially or not at all. Kolb and Fry (1975) developed a model that details a learning process through experiences which is concrete experience, observation and reflection, forming abstract concepts and testing in new situations.

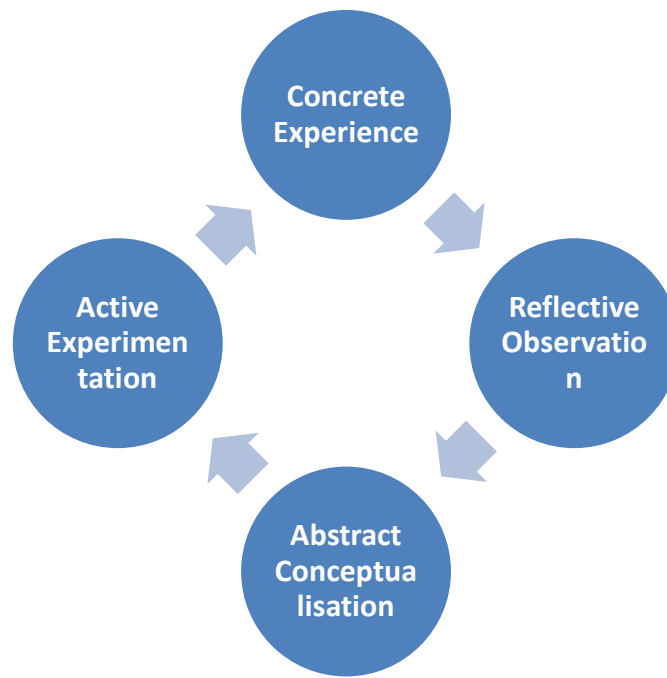


Figure 2.1: Kolb's Cycle of Experiential Learning

Kolb divides his experiential learning model into two continuums: the processing continuum, where learning by doing and watching is preferred, and the perception continuum, where learning by thinking and feeling is preferred. It is important that when planning professional development workshops, facilitators consider the learning preferences of the teacher participants for them to benefit from the sessions.

Kolb's Experiential Learning Cycle explains the working of the four learning styles or preferences he espouses, namely, diverging (concrete experiencer/reflective observer), related to taking multiple experiences and observing them. Divergent learners prefer logical instructions and constructive feedback; assimilating (abstract conceptualiser/reflective observer); a number of different observations and thoughts are pulled into an integrated whole. Such learners prefer lectures, converging (abstract conceptualiser/active experimenter) and practical application of ideas. Convergent learners like working by themselves and acting independently, and accommodating (concrete experiencer/active experimenter). Accommodating learners are hands-on and practical in approach. These learning styles are reflected in the next visual representation.

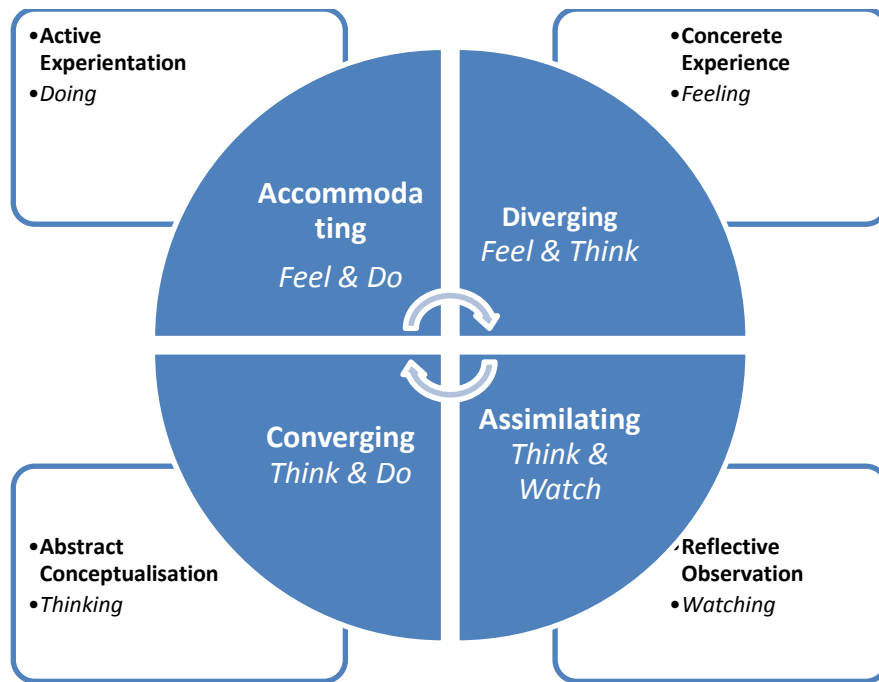


Figure 2.2: Kolb's Learning Styles

Collective Agreement 8 DoE (2003) cites a Development Support Group that should plan and execute teacher development within the school. Such a structure consisting of a support group has, however, not as yet proven itself to be satisfying this mandate. The components forming this structure, the teacher's immediate senior and a peer may not be having the necessary facilitation acumen to fully satisfy such a demand. According to Rogers (1969; 1994) personal involvement, learner initiation, assessment by the teacher involved in professional learning and pervasive effects on him/her are qualities of experiential learning. It is noticed, however, that teachers seem to shun the element of self-development, thus relying on or passing the buck to external forces for their own development. In this manner they compromise the element of personal involvement and learner initiation. Teaching in this way can also be applied by workshop facilitators during the workshops, bringing work place experiences to the workshop. Experiential theorists emphasise that the experience of the language teacher is the valid basis for knowledge (Crosby, 1995; Joplin, 1995) and that throughout the experiential learning process, the teacher is actively engaged in constructing meaning (Association for Experiential Education, 2004).

- *Constructivist learning*

Language teachers are expected to be individuals who have the ability to reason and interpret knowledge (Piaget, 1953). Facilitators should allow participating teachers to construct their own meaning during workshops. Brooks and Brooks (1993) state that for teachers who are constructivist learners, critical thinking and inquiry through asking thoughtful, open-ended questions and encouraging them to ask questions to one another is the key. It is felt that such adult learners should be provided enough time to construct their own meaning when learning something new. Kukla (2000) adds that reality is constructed by our own activities and that people, together as members of a society, invent the properties of the world. This is the case with teachers communicating with one another, reading scholarly and other literature and obtaining practical experience.

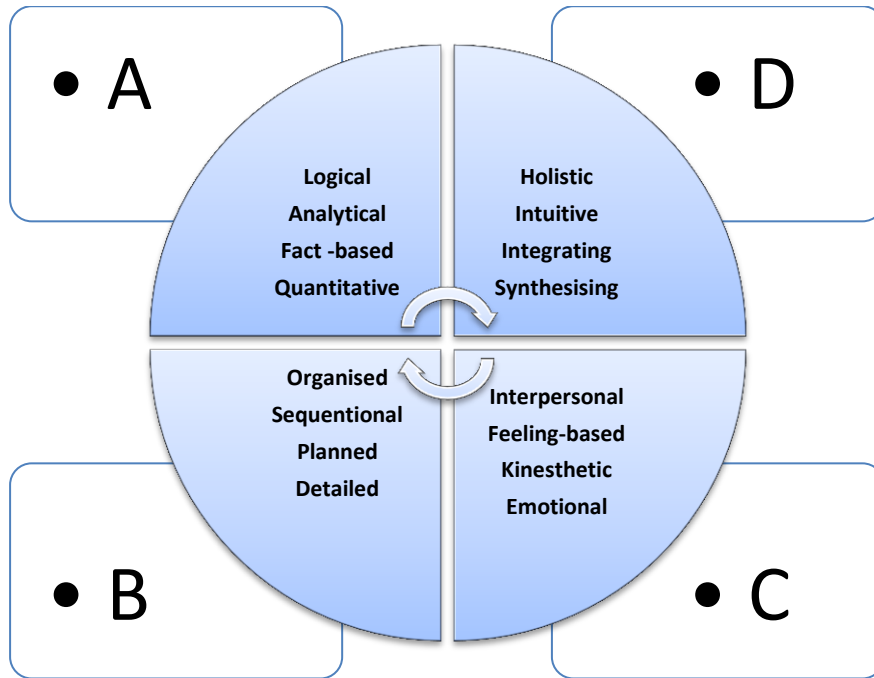
It is important that facilitators also consider presenting higher levels of learning during workshops through applying different learning styles. Sensing learners prefer teaching methods that encourage problem-solving (Felder, 1988).

Apart from Kolb's learning style theory, other learning style theories exist, such as the whole brain theory of Herrmann (1996). According to this theory effective learning takes place if the whole brain is involved in learning (Knowles, 1990; Buzan, 1991; Jansen, 1996; Ornstein, 1997). In terms of Herrmann's Whole Brain Model, all four brain quadrants should be included in facilitating professional development and professional learning activities.

The **Herrmann Brain Dominance Instrument** (HBDI) is a system that is claimed to measure and describe thinking preferences in people (Herrmann, 1988). The model identifies four different modes of thinking, namely A (analytical thinking); [according to this model an analytical thinker is logical and rational]; B (sequential thinking); [a sequential thinker is organised and plans everything]; C (interpersonal thinking); [an interpersonal thinker considers other people's feelings and D (imaginative thinking); [an imaginative thinker looks for the bigger picture and is creative].

THE WHOLE BRAIN MODEL

CEREBRAL MODE



LIMBIC MODE

Figure 2.3: The Herrmann Whole Brain Model (Herrmann 1988)

Four modes of learning are identified by Lumsdaine and Lumsdaine (1995). They are outlined as follows:

TYPE OF LEARNING	DESCRIPTION	QUADRANT
External learning	Teaching from authority (lectures and textbooks).	A
Internal learning	Insight, visualisation, synthesis of data, intuitive or holistic understanding of concepts.	D
Interactive learning	Discussions, hands-on activities and sensory-based experiments.	C
Procedural learning	Methodical step-by-step testing, practice and retention to improve skill and competence.	B

Table 2.1: Lumsdaine and Lumsdaine's four modes of learning

It is vital that workshop facilitators take these learning modes into consideration when planning and conducting workshops in terms of methods of facilitating professional learning and assessment techniques. Many theorists agree that taking the whole brain into consideration for education and training in general is important as different teachers learn differently from others. The Coffield report (2004) recommends the Whole Brain Model, which identifies a preference for thinking within a specific mode but also a low preference for a thinking mode.

Guskey (2000) agrees that learning outcomes of a course should be cognitive (dealing with knowledge and understanding, attributes and construction of knowledge, to mention but a few); psychomotor (addressing practical skills) and affective (attitudes, beliefs, perceptions and values). Estes and Tomb (1995) express concern that increasing emphasis on processing which is directed by programme facilitators may be devaluating both the learning experience and the promotion of self-reliance among language teachers being professionally developed.

- *Self-regulated learning*

It is generally assumed that teachers are meta-learners who are capable of referring to action learning, planning, monitoring their plans and so forth (Butler & Winne, 1995; Winne & Perry, 2000; Perry, Phillips & Hutchinson, 2006; Zimmerman, 1990; Boekaerts & Corno, 2005) during and after workshops. With this assumption it is taken for granted that they feel as active participants in workshops. If this assumption were true, language teachers would become aware of their strengths and weaknesses and have strategies for tackling challenges of professional development and attribute their successes and failures to factors within their control (Dweck & Leggett, 1998; Dweck, 2002). In their context the authors assume that teachers are meta-learners. Ford (1985) indicates that individuals differ in the way they process information. There are many factors associated with meta-learning. Biggs (1985) states that there are three phases of meta-learning, namely the presage factors, process factors and the end-product. The presage factors comprise personal factors (abilities, personalities, learning styles and previous experiences) and situational factors (the nature of the subject, time for the task, time spent on task and task requirements). The process factors entail the following learning approaches: surface, deep and achievement-aimed approach. Lastly, it is the product or achievement determined by the presage factors (personal and situational) and the effect of the learning and research process.

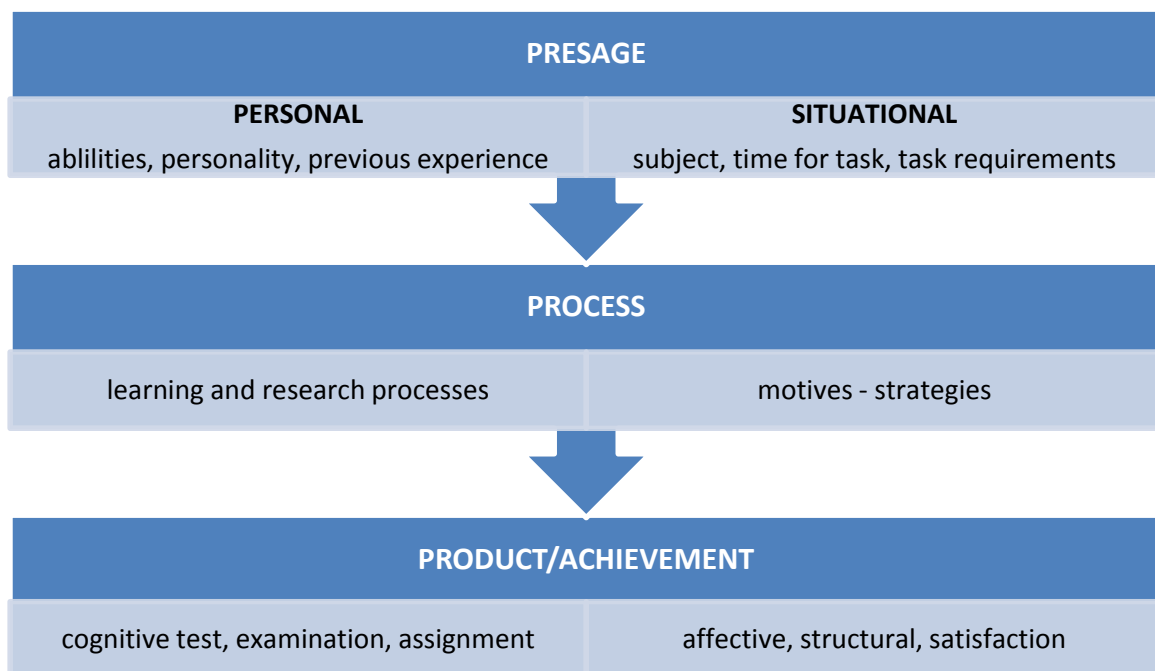


Table 2.2: Meta-learning model

Working with the teachers as a monitor of their professional development I observed that our teachers have different levels of executing self-regulatory strategies. This might be an outcome of the initial teacher development they were exposed to that did not provide for this. Coburn cited in Coffield (2008) states that facilitators should go beyond just being satisfied with minimum improvement in teacher development, suggesting four inter-related dimensions for scaling up teacher development to create a self-improving system. These are the following:

- Depth: for altering teachers' beliefs and pedagogical principles.
- Sustainability: change that continues over time after the initial enthusiasm and resources have dissipated.
- Spread of reform principles: from workshop venues to learning programme designers.
- Shift in the ownership of reform: to become internal rather than external agents of change.

Zimmerman (1990) and Boekaerts and Corno (2005) specify self-observation (monitoring one's activities), self-judgement (self-assessment of one's performance) and self-reaction (reaction to performance outcomes) as characteristics of self-regulated learning. According to Wilson (1995) teachers have to be allowed to decide what they need to learn, setting individual and group goals so that at the end of the experience they are made to decide how well they have done. This can be linked to action research and action learning. Planning should not only be about change but it also has to be about improvement (Hodgkinson & Maree, 1998). The authors propose a five-phase model for action research, namely planning to improve, acting to improve, observation, reflection and evaluation.

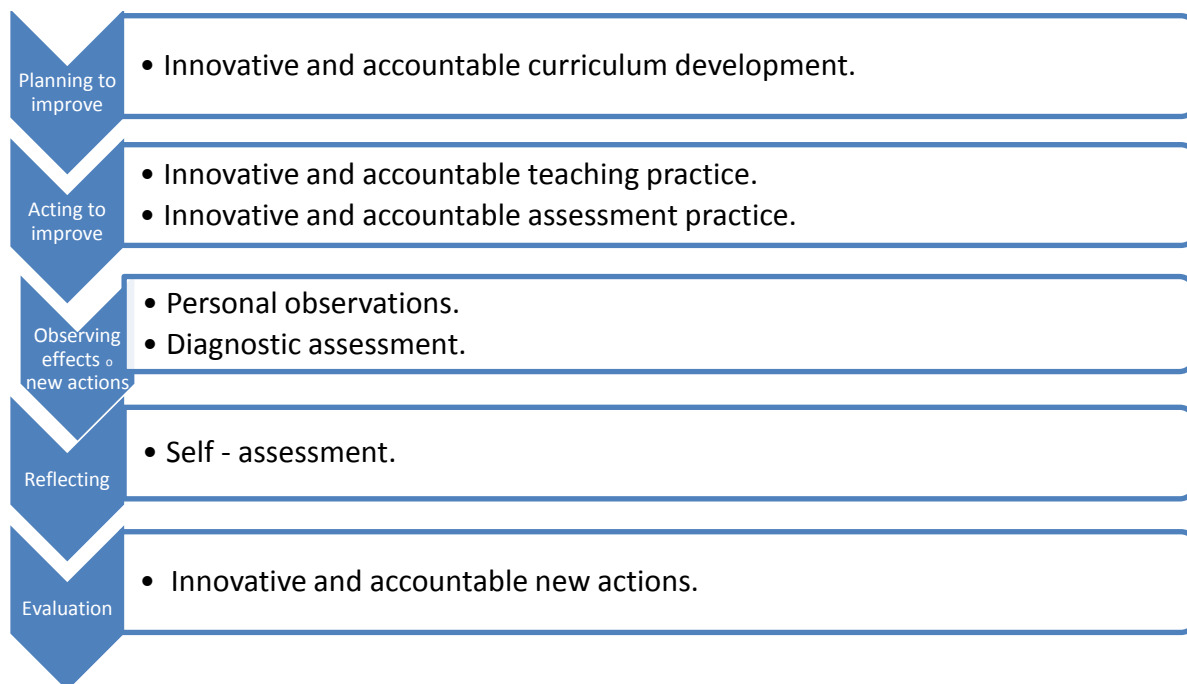


Table 2.3: Action research model

Teachers who are reflective practitioners retain and understand pedagogical knowledge best through thinking about it (Felder, 1988). It is vital that workshop facilitators take this into consideration when preparing for and facilitating workshops for teacher professional development. Intuitive learners according to Felder (1988) prefer innovation to repetition. Workshop activities should take this into consideration with a view to ensuring that all preferences of teachers participating in professional development interventions are accommodated and that they benefit maximally from the sessions.

- *Professional cooperative learning*

According to this learning theory, small teams of language teachers involved in professional learning use a variety of learning activities to improve their understanding of the workshop content, planning skills, assessment techniques, skills in facilitating learning and many others. Team work should be encouraged by workshop facilitators during the professional learning process where each member of the team is responsible not only for learning but also for supporting the teammates, thus creating an atmosphere of achievement (Kagan, 2001). This promotes professional learning, higher order professional learning, enhances teacher satisfaction with the learning experience. Through this, facilitators support teachers and teachers

support one another develop skills in oral communication, social skills, it also promotes self-esteem and positive race relations. Other attributes of this theory are positive interdependence, face-to-face interaction, individual and group accountability, interpersonal and small-group skills and group processing, where members are given the opportunity to discuss their performance within the group. This can be seen as a summary of the five basic elements of cooperative learning. It can also be applied by the language teachers themselves in their subject meetings outside the workshop environment.

The fact that workshop facilitators should be experts in their fields cannot be over-emphasised. Priest and Gass (1997) state that workshop facilitators should really know what they are doing during the process of facilitating professional learning. They should always find out in advance the needs and formulate learning outcomes that are aligned with these outcomes. As has been mentioned above, it could be about assessment, planning, facilitating learning, etc. in which teachers participating in professional learning activities need development (Priest & Gass, 1997). The fact that professional learning should be a shared experience is advanced by Shor and Freier (1987) when they argue that *facilitators* and the *teachers being developed* should transform their learning into a collaborative process. Shor (1989) further states that *facilitators* must begin by researching themselves and the language teachers involved in the professional learning to determine what resources and liabilities each party brings to the learning environment. According to Felder (1988) teachers who are being professionally developed using an active learning style gain new pedagogical knowledge by doing something active while engaged in the mastering of it by means of discussing it, applying it or explaining it to others – an approach aligned to cooperative learning which is linked to group work.

All of the learning styles and strategies mentioned by Felder (1988), namely active and reflective learning, sensing and intuitive learning, visual and verbal learning, and sequential and global learning are applicable in all the professional learning theories discussed.

2.3 Assessment

According to the DoE (2000), assessment includes the purpose of the assessment, what is to be assessed, how it will be assessed and who will assess what has to be assessed. Assessment is viewed as the professional activity teachers or facilitators of workshops do in order to determine to what extent learning has taken place. When it is about determining whether a programme was successful it is evaluated. Rossner (2010) emphasises the importance of evaluating the professional development programme itself. Sugerman (2000) claims that the facilitator consistently has to assess the groups and their reactions while an experience is ongoing. This is further stressed by the European Portfolio Student Teachers of Language (2010) when saying that in-workshop activities have to be used to monitor and assess teachers' participation and performance. Different assessment methods, for example self-assessment (reflection), peer-assessment, case-based assessment and team assessment have to be applied across learning activities (Simmons & Wagner, 2009). EPOSTL (2010) says a facilitator should consider and select valid assessment procedures appropriate to teacher professional learning.

2.4 Quality assurance

When facilitating learning during workshops positive aspects for consolidation, referring to those learning outcomes language teachers happen to have mastered during the workshop session, like assessment techniques, methods of facilitating learning, planning skills, as mentioned before are identified and potential aspects for improvement or modification are explored (Dixon, 2003). Eyler (2000) indicates that workshop facilitators should understand the learning goals (learning outcomes) for continuous monitoring and feedback and they should create continuous and well-structured reflection opportunities. Three types of quality assurance are referred to here:

- Intra-personal quality assurance, where the workshop facilitator assesses his or her own skills of facilitating professional learning.
- Internal quality assurance, where the workshop facilitator is observed by a peer from within his or her field of specialisation to ensure that the workshop's own purpose as well as standards is fulfilled.
- External quality assurance, where an external official like a lecturer from a university assesses the facilitator's skills in facilitating professional learning

during a workshop to determine whether or not it is meeting the standards that have been agreed upon (Vlasceanu, Grunberg & Parlea, 2007). A continuing professional development programme has to be of sufficient length and be intensive (Adey, 2004). It is important that both the programme facilitator and the language teachers participating in the professional development intervention critically reflect on the activities, the facilitating of professional learning and the professional learning *per se* (Kelchtermans, 2004). A reflective practitioner demonstrates problem-solving and self-assessment capacities (Leitch & Day, 2000). Critical reflection is about a teacher viewing him/herself as a resource and using relationships with other teachers as a resource (Kruse, 1997).

2.5 Professional development

According to the Training and Development Agency for schools (2010) the workshops the language teachers participate in for professional learning should enable them to research and assess curricular practices and draw on research outcomes and other sources of external evidence to inform their own practice and that of colleagues, critically reflect on improving their practice, identify priorities for their early professional development, have a creative and constructive approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified and act upon advice and feedback and be open to coaching and mentoring. In short, language teachers should be able to apply in actual practice the skills gained from the workshop sessions aimed at professionally developing them.

2.6 Roles of facilitators

A workshop or programme facilitator as a mediator of learning is expected to construct learning environments conducive to teaching and learning, appropriately contextualised and inspirational, beneficial to effective communication and showing recognition of and respect for the different levels of proficiency of others (DoE, 2000). More often than not, venues used for workshops are not big enough to accommodate all participants or allow for all activities relevant to the workshop of the day.

As teachers participate in professional interventions, programme facilitators themselves should never stop learning. As a scholar, researcher and lifelong learner, the facilitator should achieve on-going personal, academic, occupational and professional growth through pursuing

reflective study and research in his/her and other fields of study in order to stay abreast of the teachers being involved in professional learning and to discover new strategies of facilitating professional development programmes (DoE, 2000). Intra-personal quality assurance is vital as facilitators of professional development programmes should time and again critically reflect on how they go about doing their job and keep themselves abreast of developments in their practice. In most cases facilitators rely on their initial professional development and do not develop themselves.

According to the DoE (2000) a facilitator as a subject specialist has to be grounded in the knowledge, skills, values, principles, methods and procedures relevant to the learning programme, should know about different approaches to learning and facilitating learning for adult learners and how these may be used in ways that are appropriate to the adult learner and the context within which he/she learns.

2.7 Theoretical framework

Two of the five models of staff development by Dennis Sparks and Loucks-Horsley (1989), namely the training model and the observation/assessment model, informed the theoretical framework of this study. The Training Model represents how workshop facilitators should go about during facilitating professional learning during workshops. This also includes intra-personal quality assurance by workshop facilitators themselves while the observation/assessment model represents how internal and external quality assurers should go about facilitating professional learning during workshops. For both models, their assumptions and theoretical underpinnings were explored.

- The training (staff development) model

This model is related to workshop-type sessions where the workshop facilitator sets the learning outcomes, which are mostly about awareness or knowledge and skill development. Joyce and Showers (1988) add change of attitudes as other learning outcomes considered. There may be more other outcomes being facilitated.

- Assumptions for professional development (training) in this model are that there are behaviours and techniques that are worthy of replication by workshop facilitators during workshop sessions (Sparks, 1983).
- Workshop facilitators can change their behaviours and learn to replicate behaviours during their workshops that were not previously in their repertoire.
- Theoretical underpinnings of training as a staff development model might include exploration of theory, demonstration or modelling of a skill, practice of that skill under simulated conditions, feedback about performance and coaching in the work place (Joyce & Showers, 1988). Joyce, Showers and Sparks (1983) cite discussion and peer observation as other training activities.
- Phases of activity

There are five phases of activity related to training as a staff development model, namely substance of the training, provision of the training, date of the training, venue for the training and duration of the training.

The following figure represents the different phases of the training (staff development) model:

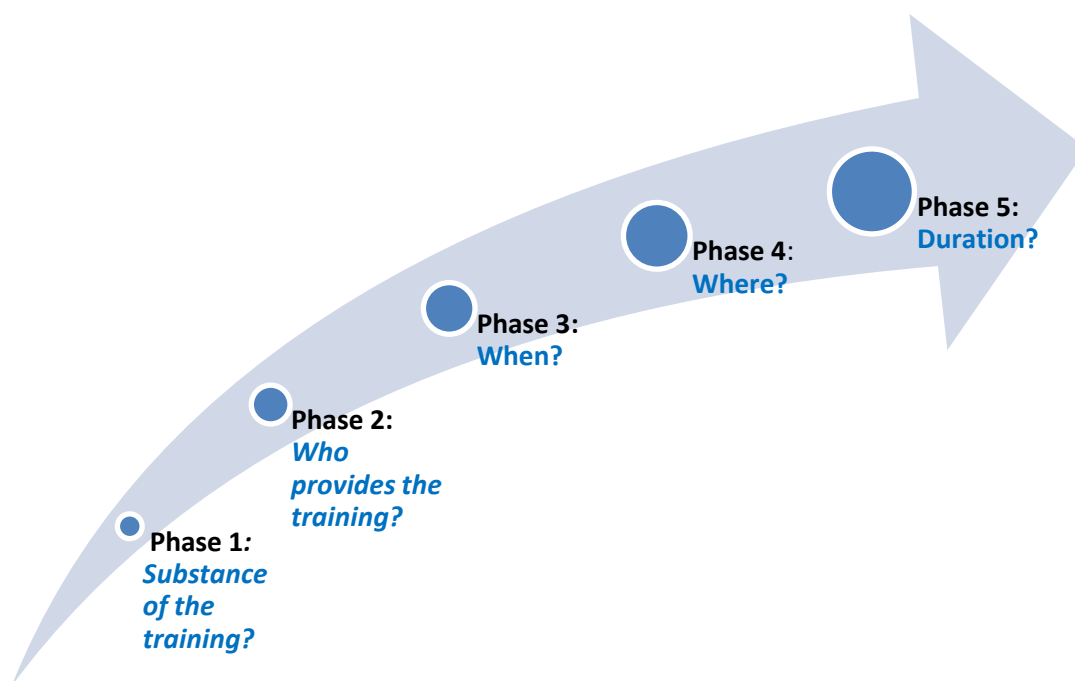


Table 2.4: Phases of activity of the Sparks and Loucks-Horsley Training Model

- The Observation/Assessment Model

Proponents of this model believe that feedback is the breakfast of champions (Blanchard & Johnsons, 1982). According to this model workshop facilitators should get feedback from internal and external quality assurers regarding workshop facilitation (Wise & Darling-Hammond, 1985). The Observation/Assessment model can take the form of coaching, clinical supervision and facilitator assessment.

- **Assumptions for the Observation/Assessment Model are the following:**

- i. Reflection and analysis. These are central means of professional growth (Loucks-Horsley, 1987).
- ii. Reflection by an individual on his or her own practice can be enhanced by another's observations.
- iii. Observation and assessment of the practice of a workshop facilitator can benefit both the facilitator and the internal or external quality assurer.

- Theoretical underpinnings

According to the Observation/Assessment Model, facilitating learning can be observed and analysed objectively and improvement can result from feedback given to the workshop facilitator by either the internal or external quality assurer.

- Phases of activity

There are five phases of activity for this model:

- i. Pre-observation conference: during this phase the focus of the observation is determined, observation methods are selected and other contextual factors are noted.
- ii. Observation: during this phase data focusing on behaviours that contribute to learning, behaviours that interfere with learning and behaviours that use time and energy that could be better used are collected.
- iii. Analysis of the data takes place.
- iv. Post-evaluation conference: during this phase the facilitator and observer, in this case the internal or external quality assurer, critically reflect on the workshop facilitated. Also, during this phase strengths are acknowledged and areas for improvement are suggested.

- v. According to Loucks-Horsley et al. (1987) analysis of the observation/assessment process (analysis of the supervisory process itself) takes place.

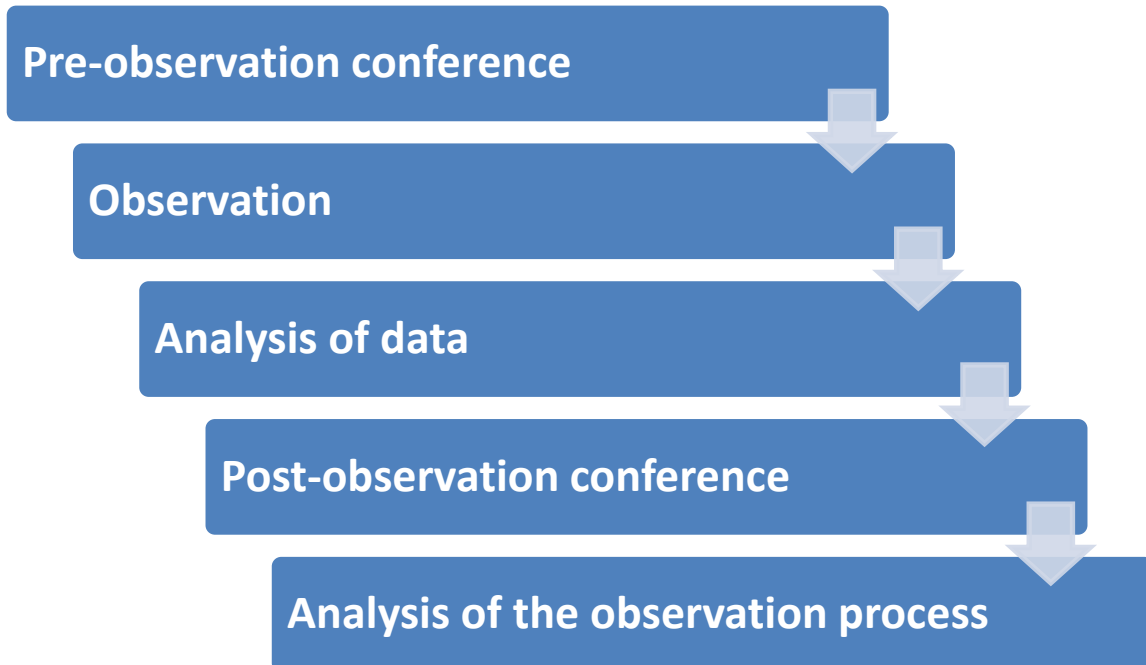


Table 2.5: Phases of activity in the Sparks and Loucks-Horsley Observation/Assessment Model

2.8 Conclusion

The importance of teachers being experts in their fields of specialisation cannot be overemphasised as this always has an impact on their performance and on learner achievement. More often than not teachers are found to be lacking exposure to opportunities that professionally develop them in order to improve their practice. The question that arises is to what extent did the workshop facilitators' initial professional development expose them to experiential, constructivist, self-regulatory and cooperative learning theories and the myriad of learning styles that should be employed when professionally developing English language teachers.

This chapter looks at possible factors that could contribute to English language teachers repeating the same need for development despite evidence that such a need has previously been addressed. The literature reviewed allowed for a few adult learning theories to be explored, different learning styles were looked at, the concept of assessment was touched on, the roles of workshop facilitators were revisited, quality assurance as well as experiential, constructivist, self-regulatory and cooperative learning theories were explored.

CHAPTER 3

RESEARCH DESIGN AND METHODS

3.1 Introduction

This chapter explores the research design and methods that directed this research. It also looks into the research sample, data collection and data analysis.

3.2 Design and methods

A mixed-methods design was used in my study to gather and analyse data, where elements of both quantitative and qualitative methods were used to answer the research questions (Creswell, 2003; Creswell & Plano Clark 2007; Greene & Caracelli, 1997; Mertens, 2005; Miles & Huberman, 1994; Morgan, 1998; Morse, 2003; Tashakkori & Teddlie, 2003). The quantitative method is dominant in my study while the qualitative method is secondary. The quantitative and qualitative methods were applied sequentially. Questionnaires with structured, semi-structured and open-ended questions were first administered to the eight English teachers and two workshop facilitators who formed the sample. After the analysis of the qualitative data, interviews were conducted with eight teachers as a complementary measure seeking elaboration and clarification of the results of the quantitative method (Greene, Caracelli & Graham, 1989).

3.3 Sample

A sample refers to a selected finite set of persons that a *researcher* employs in a study (Turney & Robb, 1971). Eight language teachers and two programme facilitators for English were included as sources of information. These were four language teachers from four schools in the Gauteng North District of the Gauteng Department of Education and four language teachers from the Nkangala District of the Mpumalanga Department of Education. There was no specific reason for using two districts from two different provinces other than the fact that the districts, despite being in different provinces, were close to each other and facilitated determining whether or not the teachers, in the two different provinces, experienced the workshops in the same way; so non-random sampling techniques were employed. Initially the intention was to use one programme facilitator from the Gauteng district and another from the Mpumalanga district but reality dictated that only two

Mpumalanga facilitators agreed to participate in the study. Two sampling strategies were used for the study, namely purposive sampling, where I, the researcher, handpicked the participants in the study, both the teachers and the facilitators owing to their being English practitioners (Cohen, Manion & Morrison, 2007) and convenience sampling that I preferred because the districts from where the participants were chosen were close to where I lived (Cohen, Manion & Morrison, 2007).

3.4 Data collection

Having been granted permission by the Gauteng Department of Education, Mpumalanga Department of Education and School Governing Bodies to conduct the research in those provinces and schools, I collected data by means of the survey and interviews. It was conducted sequentially, starting with the questionnaire administration and ending with the interviews, the rationale for using first the survey and then the interviews being to seek clarification of the results of the questionnaires with the results of the interviews.

3.4.1 The quantitative method of data collection

- **Questionnaires**

Questionnaires with structured and semi-structured questions (Appendix E and F) were administered to both the eight teachers and the two programme facilitators. The questionnaires comprised open-ended questions. The questionnaires were distributed by hand to the participating teachers and facilitators. The content of each of the questionnaires was the same for both the teachers and the facilitators but the questions were structured such that they were applicable to either the teachers or the programme facilitators. The purpose was to determine the degree of correspondence between the responses of the programme facilitators and those of the teachers with regard to the research questions in relation to workshop facilitation, assessment of language teachers and quality assurance of the workshops to arrive at convergence. The questionnaires for the eight teachers were personally collected by hand from the participants but those for the facilitators were faxed to me.

3.4.2 *Qualitative data collection methods*

▪ **Interviews**

Interviews were conducted after the administration of the questionnaires. The interviews were conducted to compare and seek corroboration between the responses of the eight teachers and two workshop facilitators in the questionnaire and in the narratives, in order to find clarity of the results of the questionnaires and those of the interviews. A 4-point Likert scale rating guided the questionnaires in accordance with the following key for rating: strongly disagree, disagree, agree and strongly agree. This was aimed at determining convergence in the responses from the questionnaires and the interviews. The interviews were used for collecting detailed qualitative data regarding how professional learning takes place in the workshops in terms of facilitating professional learning, assessment of the language teachers during the workshops, evaluation of the workshops themselves and how the workshops were quality assured. An interview is a form of measurement that is very widely used in descriptive research but it can also be used to collect a variety of data on educational phenomena (Borg, 1987). Interviews are also seen as a means of understanding the experiences of others and the meaning the interviewer makes of those experiences (Seidman, 1998). All the teacher participants included in the sample were interviewed for the purpose of collecting qualitative data for my study. The workshop facilitators were unfortunately not available for the interview part of data collection. Semi-structured and open-ended questions were prepared in interview schedules (Appendix G and H) for this purpose. Each interviewee was visited three times for data saturation of which the last was used for member checking. All the interviews were audio-taped.

▪ **Observations**

Two workshop facilitators were observed in practice where language teachers were participants for professional learning. The plan was to video-record the sessions but none of the facilitators agreed to video-recording, so only an observation sheet was completed for each workshop attended. I also took notes during the workshops, documenting the outcome of the observations. The observation sheet was designed in such a manner that it captured the questions, the ones about facilitating professional learning during workshops, assessment of teachers, workshop evaluation and quality assurance, as included in the questionnaires and the interview schedules. Each character or question was rated using the 4-point Likert scale.

This data collecting method was used to get the feel of how the participating teachers experienced the workshops they attended. I personally attended two of the continuing professional development workshops that the teachers attended. I played the role of a non-participant observer in order to be more objective and to be less biased in favour of either the participating teachers or the programme facilitators during the sessions. The observations were conducted at venues and times that the facilitators determined. Observation sheets (See appendix I) were used during the sessions to capture all the actions of both the teachers and the facilitators.

- **Text analysis**

The workshop facilitators gave me access to the learning material, for example, the workshop manuals which I then perused. I analysed the materials trying to determine if they reflected the methods used by the facilitators during workshop facilitation, how the teachers are assessed during the workshops, how the workshops are evaluated and how the workshops are quality assured. Documents used by the English teachers to write their identified development needs, for example, Personal Growth Plans, were also perused.

3.5 Data analysis

The data collected through the quantitative method was analysed independently from the data collected through the qualitative method. The mixing took place after the analysis of the questionnaire results had taken place.

- **Questionnaires**

The questionnaires for the facilitators and the teachers were analysed separately. Tables were created for each group. The tables indicate how each teacher and facilitator responded to each of the categories of questions posed, namely facilitating of professional learning during workshops, and assessment and quality assurance for each item. The summaries were used to analyse the responses per frequency as the participants numbered only ten. The quantitative data was then qualitatively analysed through converting it into narrative representations that can be analysed qualitatively, which Tashakkori and Teddlie (1998) call *qualitising*. The options *strongly agree* and *agree* were merged to become *agree* and options *disagree* and *strongly disagree* were merged to become *disagree* so that the remaining options were only *agree* and *disagree*.

▪ Interviews

Content analysis was used to analyse the interview data. I worked through each respondent's transcript. Each audio-taped interview with the respondents was analysed through listening to it and transcribing it. The analysis of the data was done immediately after data collection in order to keep the link between the specific characteristics in the interview text with what was still fresh in my mind regarding the interview. Tables were created to carry out the analysis. The responses of each respondent to each of the questions posed were individually listened to and later compared to one another. I assigned codes to certain characteristics within each transcript. The categories I created were based on facilitating professional learning during workshops, assessment and quality assurance. Priori codes were preferred over inductive codes. The rationale behind using the former was because of the relevance of the codes to the research questions. The mixing of the qualitative and quantitative methods only happened during the analysis of the interview results with the questionnaire results. Overlapping of codes (co-occurring codes) was also allowed when data was coded.

▪ Observations

Sheets were used to collect data through observations. The content of the two observation sheets used to collect data from the two workshops observed, was analysed. What I observed and noted from one workshop attended was compared to what I observed and noted from the other workshops attended. Common and uncommon practices, including the responses of the facilitators during the facilitation of professional learning workshops were identified and analysed. I grouped the common practices according to the ratings together and compared the findings. The content of the notes from the different workshops attended was also compared, commonalities grouped together and deviances noted. The observation sheets (Appendix I) were detailed in terms of what I intended to observe. They were designed in line with the items of the questionnaires and the questions in the interview schedules. As the observation sheets were designed in a 4-point Likert scale, the responses in the workshops were rated as such. The teachers' behaviours during the sessions were also analysed by using the same instrument.

- **Text analysis**

Three documents, namely workshop manuals, teachers' Personal Growth Plans and the Development Cycle reports were analysed. The workshop manuals used in the two different workshops were perused and the content of each was scrutinised, compared and analysed. The aim was to see if there was anything in the manuals about how the workshops would be facilitated, how the teachers would be assessed during the workshops against adult learning theories such as self-regulated learning, how the workshops themselves would be evaluated against the experiential and cooperative adult learning theories and how intra-personal, internal and external quality assurance would be carried out. The teachers' Personal Growth Plans of two consecutive years were compared by looking for development needs that had been listed in each more than once in the two years. The content of the Personal Growth Plans was scrutinised against the schools' Development Cycle reports.

3.6 Conclusion

This chapter explains the methods and designs used for this research. It further looks at the population and sampling strategies. The chapter also outlines data collection techniques and indicates how the data collected was analysed. It describes my role as the researcher and how trustworthiness was ensured.

CHAPTER 4

EMPIRICAL STUDY

4.1 Introduction

In this chapter the findings regarding teachers' and facilitators' responses in relation to quality assurance of Continuing Professional Development Programmes for language teachers are reported. Two distinctive groups, namely eight (8) language teachers and two (2) workshop facilitators responsible for facilitating the professional learning of English teachers participated in the study. The findings addressed the following research questions:

- What adult learning theories inform the methods used in facilitating workshops aimed at professionally developing language teachers?
- How does assessment of the professional learning of teachers take place during the workshops?
- How is the quality of the workshops assured in terms of intra-personal, internal and external quality assurance?

The chapter starts with the findings regarding the responses of the teachers and facilitators to the questionnaires. It also includes the interview questions. Workshop observations as well as the workshop manuals were analysed.

4.2 The responses of teachers and workshop facilitators to the questionnaire

The questionnaire consists of 19 items. Item 1 to 7 are biographical, 8 to 13 are about facilitating professional learning during workshops, 14 to 16 deal with assessment and 17 to 19 are about quality assurance. This analysis is based on questions 8 to 19. The table below depicts the biographical information of each respondent and each respondent's responses to the respective items.

Table 4.1
Responses of the *eight* teachers and *two* workshop facilitators to the questionnaire items

Teachers	<i>Biographical data</i>	
<i>Respondent</i>	<i>Item</i>	<i>Response</i>
Ngo	1. Province	Gauteng
	2. Gender	Male
	3. Age	35 to 39 years
	4. Teaching experience	10 to 15 years
	5. Professional qualifications	Post-school diploma
	6. Subject taught	English
	7. Phase taught	Intermediate and Senior Phases
	<i>Responses to question on facilitating professional learning during workshops</i>	Response
	<i>Item</i>	
	8. Formulation of workshop outcomes	Agree
	9. Initiation of rapport by facilitator	Agree
	10. Sustaining rapport by facilitator	Disagree
	11. Learning theories informing facilitating	Disagree
	12. Space in workshop venues	Disagree
	13. Learning styles considered	Disagree
	<i>Responses to question on assessment during workshops</i>	
	<i>Item</i>	
	14. Teacher assessment during workshops	Disagree
	15. Use of multiple assessment techniques	Disagree

	16. Evaluation of workshops	Disagree
	<i>Responses to question on quality assurance during workshops</i>	
	Item	
	17. Intra-personal quality assurance	Disagree
	18. Internal quality assurance	Disagree
	19. External quality assurance	Disagree
	<i>Biographical data</i>	
<i>Respondent</i>	<i>Item</i>	<i>Response</i>
Modi	1. Province	Gauteng
	2. Gender	Female
	3. Age	40 to 44 years
	4. Teaching experience	15 years +
	5. Professional qualifications	Post graduate
	6. Subject taught	English
	7. Phase taught	Intermediate and Senior Phases
	<i>Responses to question on facilitating professional learning during workshops</i>	
	Item	
	8. Formulation of workshop outcomes	Agree
	9. Initiation of rapport by facilitator	Agree
	10. Sustaining rapport by facilitator	Agree
	11. Learning theories informing facilitating	Agree
	12. Space in workshop venues	Disagree
	13. Learning styles considered	Disagree
	<i>Responses to question on assessment during workshops</i>	
	Items	

	14. Teacher assessment during workshops	Agree
	15. Use of multiple assessment techniques	Agree
	16. Evaluation of workshops	Disagree
	<i>Responses to question on quality assurance during workshops</i>	
	Items	
	17. Intra-personal quality assurance	Agree
	18. Internal quality assurance	Agree
	19. External quality assurance	Agree
	<i>Biographical data</i>	
<i>Respondent</i>	<i>Item</i>	<i>Response</i>
Nko	1. Province	Gauteng
	2. Gender	Female
	3. Age	35-39 years
	4. Teaching experience	5-10 years
	5. Professional qualifications	Post graduate
	6. Subject taught	English
	7. Phase taught	FET
	<i>Responses to question on facilitating professional learning during workshops</i>	
	Items	
	8. Formulation of workshop outcomes	Disagree
	9. Initiation of rapport by facilitator	Agree
	10. Sustaining rapport by facilitator	Strongly agree
	11. Learning theories informing facilitating	Agree
	12. Space in workshop venues	Disagree

	13. Learning styles considered	Disagree
	<i>Responses to question on assessment during workshops</i>	
	Items	
	14. Teacher assessment during workshops	Disagree
	15. Use of multiple assessment techniques	Disagree
	16. Evaluation of workshops	Disagree
	<i>Responses to question on quality assurance during workshops</i>	
	Items	
	17. Intra-personal quality assurance	Disagree
	18. Internal quality assurance	Disagree
	19. External quality assurance	Disagree
	<i>Biographical data</i>	
<i>Respondent</i>	<i>Item</i>	<i>Response</i>
Tsha	1. Province	Gauteng
	2. Gender	Male
	3. Age	50-54 years
	4. Teaching experience	15 years +
	5. Professional qualifications	Degree and Diploma
	6. Subject taught	English
	7. Phase taught	FET
	<i>Responses to question on facilitating professional learning during workshops</i>	
	Items	
	8. Formulation of workshop outcomes	Agree
	9. Initiation of rapport by facilitator	Agree
	10. Sustaining rapport by facilitator	Agree

	11. Learning theories informing facilitating	Agree
	12. Space in workshop venues	Disagree
	13. Learning styles considered	Disagree
	<i>Responses to question on assessment during workshops</i>	
	Items	
	14. Teacher assessment during workshops	Strongly disagree
	15. Use of multiple assessment techniques	Disagree
	16. Evaluation of workshops	Disagree
	<i>Responses to question on quality assurance during workshops</i>	
	Items	
	17. Intra-personal quality assurance	Agree
	18. Internal quality assurance	Disagree
	19. External quality assurance	Disagree
	<i>Responses to question on facilitating professional learning during workshops</i>	
	<i>Biographical data</i>	
<i>Respondent</i>	<i>Item</i>	<i>Response</i>
Phi	1. Province	Mpumalanga
	2. Gender	Male
	3. Age	45 to 49 years
	4. Teaching experience	15 years +
	5. Professional qualifications	Degree and Diploma
	6. Subject taught	English
	7. Phase teaching in	FET
	<i>Responses to question on facilitating professional</i>	

<i>learning during workshops</i>		
	Item	
	8. Formulation of workshop outcomes	Agree
	9. Initiation of rapport by facilitator	Agree
	10. Sustaining rapport by facilitator	Agree
	11. Learning theories informing facilitating	Strongly agree
	12. Space in workshop venues	Strongly agree
	13. Learning styles considered	Agree
	11. Learning theories informing facilitating	Agree
	12. Space in workshop venues	Disagree
	13. Learning styles considered	
	<i>Responses to question on assessment during workshops</i>	
	Items	
	14. Teacher assessment during workshops	Disagree
	15. Use of multiple assessment techniques	Agree
	16. Evaluation of workshops	Disagree
	<i>Responses to question on quality assurance during workshops</i>	
	Items	
	17. Intra-personal quality assurance	Agree
	18. Internal quality assurance	Agree
	19. External quality assurance	Disagree
	<i>Responses to question on facilitating professional learning during workshops</i>	
	<i>Biographical data</i>	
<i>Respondent</i>	<i>Item</i>	<i>Response</i>

Mabi	1. Province	Mpumalanga
	2. Gender	Female
	3. Age	45 to 49 years
	4. Teaching experience	15 years +
	5. Professional qualifications	Degree + Diploma
	6. Subject taught	English
	7. Phase taught	FET
	<i>Responses to question on facilitating professional learning during workshops</i>	
	Items	
	8. Formulation of workshop outcomes	Agree
	9. Initiation of rapport by facilitator	Agree
	10. Sustaining rapport by facilitator	Agree
	11. Learning theories informing facilitating	Strongly agree
	12. Space in workshop venues	Agree
	13. Learning styles considered	Agree
	<i>Responses to question on assessment during workshops</i>	
	Items	
	14. Use of formative assessment during workshops	Strongly agree
	15. Use of multiple assessment techniques	Strongly agree
	16. Workshops getting evaluated	Agree
	<i>Responses to question on quality assurance during workshops</i>	
	Items	
	17. Intra-personal quality assurance	Strongly agree
	18. Internal quality assurance	Agree

	19. External quality assurance	Disagree
	<i>Biographical data</i>	
<i>Respondent</i>	<i>Item</i>	<i>Response</i>
Masi	1. Province	Mpumalanga
	2. Gender	Male
	3. Age	55-59 years
	4. Teaching experience	15 years +
	5. Professional qualifications	Post-school diploma
	6. Subject taught	English
	7. Phase teaching in	FET
	<i>Responses to question on facilitating professional learning during workshops</i>	
	Items	
	8. Formulation of workshop outcomes	Agree
	9. Initiation of rapport by facilitator	Disagree
	10. Sustaining rapport by facilitator	Disagree
	11. Learning theories informing facilitating methods	Strongly agree
	12. Space in workshop venues	Agree
	13. Learning styles considered	Agree
	<i>Responses to question on assessment during workshops</i>	
	Items	
	14. Teacher assessment during workshops	Agree
	15. Use of multiple assessment techniques	Strongly agree
	16. Evaluation of workshops	Strongly agree
	<i>Responses to question on quality assurance during workshops</i>	

	Items	
	17. Intra-personal quality assurance	Agree
	18. Internal quality assurance	
	19. External quality assurance	Strongly agree
	<i>Biographical data</i>	
Respondent	Item	Response
Mba	1. Province	Mpumalanga
	2. Gender	Male
	3. Age	35-39 years
	4. Teaching experience	5-10 years
	5. Professional qualifications	Post-School Diploma
	6. Subject taught	English
	7. Phase taught	FET
	<i>Responses to facilitating professional learning during workshops</i>	
	Items	
	8. Formulation of workshop outcomes	Agree
	9. Initiation of rapport by facilitator	Agree
	10. Sustaining rapport by facilitator	Agree
	11. Learning theories informing workshop facilitating	Strongly agree
	12. Space in workshop venues	Strongly agree
	13. Learning styles considered	Agree
	<i>Responses to assessment during workshops</i>	
	Items	
	14. Teacher assessment during workshops	Strongly disagree
	15. Use of multiple assessment	Agree

	techniques	
	16. Evaluation of workshops	Disagree
	Responses to question on quality assurance during workshops	
	Items	
	17. Intra-personal quality assurance	Strongly disagree
	18. Internal quality assurance	Agree
	19. External quality assurance	Strongly agree

Facilitators	Biographical data	
Respondent	Items	Response
Mvu	1. Province	Mpumalanga
	2. Gender	Male
	3. Age	45 to 49 Years
	4. Teaching experience	10 to 15 years
	5. Professional qualifications	Post-graduate qualification
	6. Subject taught	English
	7. Phase taught	FET
	Responses to question on facilitating professional learning during workshops	
	Items	
	8. Formulation of workshop outcomes	Strongly agree
	9. Initiation of rapport by facilitator	Strongly agree
	10. Sustaining rapport by facilitator	Strongly agree
	11. Learning theories informing workshop facilitating	Strongly agree
	12. Space in workshop venues	Agree
	13. Learning styles considered	Agree
	Responses to question on	

<i>assessment during workshops</i>		
Items		
	14. Teacher assessment during workshops	Strongly agree
	15. Use of multiple assessment techniques	Agree
	16. Evaluation of workshops	Strongly agree
<i>Responses to question on quality assurance during workshops</i>		
Items		
	17. Intra-personal quality assurance	Agree
	18. Internal quality assurance	Strongly agree
	19. External quality assurance	Strongly agree
<i>Respondent</i>	<i>Biographical data</i>	
<i>Nethu</i>	<i>Items</i>	<i>Response</i>
	1. Province	Mpumalanga
	2. Gender	Male
	3. Age	55 to 59 years
	4. Teaching experience	15 years +
	5. Professional qualifications	Post-graduate
	6. Subject taught	English
	7. Phase teaching in	FET
<i>Responses to question on facilitating professional learning during workshops</i>		
Items		
	8. Formulation of workshop outcomes	Strongly agree
	9. Initiation of rapport by facilitator	Strongly agree
	10. Sustaining rapport by facilitator	Strongly agree
	11. Learning theories informing workshop facilitating methods	Strongly agree
	12. Space in workshop venues	Strongly agree

	13. Learning styles considered	Agree
	<i>Responses to question on assessment during workshops</i>	
	Items	
	14. Teacher assessment during workshops	Strongly agree
	15. Use of multiple assessment techniques	Strongly agree
	16. Evaluation of workshops	Strongly agree
	<i>Responses to question on quality assurance during workshops</i>	
	Items	
	17. Intra-personal quality assurance	Strongly agree
	18. Internal quality assurance	Strongly agree
	19. External quality assurance	Agree

Table 4.2

Frequency of the *eight* teachers' and *two* workshop facilitators' responses to the questionnaire items

<i>Teachers</i>	<i>Responses to biographical data</i>
<i>Items</i>	
1.	Gauteng 4, Mpumalanga 4
2.	Male 6, female 2
3.	35 to 39 years old = 3, 40 to 49 years old = 1, 45 to 49 years old = 2, 50 to 54 = 1, 55 to 59 years old = 1, 60+ years = 0
4.	5 to 10 years = 2, 10 to 15 years = 1, 15 years + = 5
5.	Diploma = 1, Post-school Diploma = 2, Degree + Diploma = 3, Postgraduate = 2
6.	English = 8

7.	FET = 6, IP & SP = 2
	<i>Responses to question on facilitating professional learning during workshops</i>
<i>Items</i>	<i>FREQUENCY</i>
8	7 agreed and 1 disagreed
9	7 agreed and 1 disagreed
10	5 agreed, 1 strongly agreed 2 disagreed
11	4 strongly agreed, 3 agreed and 1 disagreed
12	2 strongly agreed, 4 agreed and 2 disagreed
13	4 agreed and 4 disagreed
	<i>Responses to question on assessment during workshops</i>
<i>Items</i>	<i>FREQUENCY</i>
14	1 strongly agreed, 2 agreed, 3 disagreed and 2 strongly disagreed
15	2 strongly agreed, 3 agreed and 3 disagreed
16	1 strongly agreed, 1 agreed and 6 disagreed
	<i>Responses to question on quality assurance during workshops</i>
<i>Items</i>	<i>FREQUENCY</i>
17	1 strongly agreed, 4 agreed, 2 disagreed and 1 strongly disagreed
18	1 strongly agreed, 4 agreed and 3 disagreed
19	2 strongly agreed, 1 agreed and 5 disagreed
<i>Facilitators</i>	<i>Responses to biographical data</i>
<i>Items</i>	
1.	Mpumalanga = 2
2.	Male = 2
3.	45 to 49 years old = 1, 55-59 = 1
4.	10 to 15 years = 1, 15 years + =1
5.	Postgraduate = 2
6.	English = 2
7.	FET = 2
<i>Items</i>	<i>Responses to question on facilitating professional learning during workshops</i>
8.	2 strongly agreed

9.	2 strongly agreed
10.	2 strongly agreed
11.	2 strongly agreed
12.	1 agreed and 1 strongly agreed
13.	2 agreed
Items	<i>Responses to question on assessment during workshops</i>
14.	2 strongly agreed
15.	1 agreed and 1 strongly agreed
16.	2 strongly agreed
Items	<i>Responses to question on quality assurance during workshops</i>
17.	1 agreed and 1 strongly agreed
18.	2 strongly agreed
19.	1 agreed and 1 strongly agreed

Teachers' responses to the biographical data

Regarding item 1, four teachers were from the Mpumalanga Province and four were from the Gauteng Province. Regarding item 2 six respondents were male and two were female. Regarding item 3 three teachers were 35 to 39 years old, one was 40 to 49 years old, two were 45 to 49 years old, one was 50 to 54 years old, one was 55 to 59 years old and none was 60 years old and above. Regarding item 4 two teachers had been teaching for 5 to 10 years, one for 10 to 15 and five 15 years and more. Regarding item 5 one teacher had obtained a diploma, two had post-school diplomas, three had a degree and a diploma and two had post-graduate qualifications. Regarding item 6 all eight teachers were teaching English. Regarding item 7 six of the teachers taught in the Further Education and Training phase and two in the Intermediate and Senior phases.

Responses to question on professional learning during workshops

In items 8 and 9 the majority of the teachers agreed that workshop facilitators do formulate workshop outcomes at the beginning of the workshop and initiate rapport with them at the beginning of the workshops. Only one teacher disagreed about that. In item 10 only five teachers agreed that facilitators do sustain rapport with them throughout the session. One

teacher strongly agreed while 2 disagreed and 5 agreed. Regarding item 11 half the number of the teachers strongly agreed that the methods used by the facilitators during the workshops are informed by adult learning theories such as experiential, constructivist, self-regulated and cooperative learning. Three agreed and one disagreed. In item 12 two of the teachers strongly agreed that the space in the workshop venues is suitable for all tasks performed there, half the teachers agreed and two teachers disagreed. In item 13 half the teachers agreed and half of them disagreed that *active, reflective, sensing, intuitive, visual, verbal, sequential and global* learning styles are applied by the facilitators during the workshops.

Responses to question on assessment during workshops

In item 14 only one teacher strongly agreed that teacher assessment does take place during the workshops, two agreed, three disagreed and two strongly disagreed. In item 15 two teachers strongly agreed that multiple assessment techniques are used by facilitators during the workshops, three agreed and three disagreed. In item 16 one teacher strongly agreed that the workshops are evaluated at the end, one agreed and six disagreed.

Responses to question on quality assurance during workshops

In item 17 one teacher agreed that workshop facilitators frequently review their facilitation styles to ensure that they stayed abreast of most recent facilitation styles (intrapersonal quality assurance), four agreed, two disagreed and one strongly disagreed. In item 18 one teacher strongly agreed that workshop co-facilitators did attend and observe other facilitators conducting workshops (internal quality assurance), four agreed and three disagreed. In item 19 two teachers strongly agreed that other workshop facilitators who were not working with the facilitators did attend the workshops to observe the facilitators in action (external quality assurance), one agreed and five disagreed.

Facilitators' responses to the biographical data

In item 1 the two facilitators were from Mpumalanga. In item 2 the two facilitators were male. In item 3 one facilitator was in the 45 to 49 year-old category while the other one was in the 55 to 59 year-old category. Regarding item 4, one facilitator was in the 10 to 15 year-old category of facilitating while the other was in the 15+ year category. In item 5 both facilitators were post-graduates. In item 6 both facilitators facilitated English workshops and in item 7 both facilitators were facilitating workshops for FET teachers.

Responses to question on professional learning during workshops

In items 8 workshop outcomes were well formulated and made known to the language teachers at the beginning of the workshop; in item 9 rapport with the teachers was initiated at the start of the workshop. In item 10 rapport with the teachers was sustained throughout the workshop to create a positive learning environment and in 11 on the use of cooperative, self-regulatory and constructivist methods when facilitating workshops both facilitators strongly agreed. In item 12 on the space in the venues used for workshops allowing for all tasks being performed using any of the facilitation methods, one facilitator agreed and the other strongly agreed. In item 13 on the use of active and reflective, sensing and intuitive, visual and verbal, sequential and global learning styles during the workshop facilitations, both facilitators agreed.

Responses to question on assessment during workshops

In item 14 – the use of formative assessment during the workshops to determine the extent to which the language teachers achieve the workshop outcomes – both facilitators strongly agreed. Regarding item 15 on the use of multiple assessment techniques to assess the language teachers during the workshops, one agreed and the other strongly agreed. In item 16 dealing with the workshops being evaluated, both facilitators strongly agreed.

Responses to question on quality assurance during workshops

Regarding item 17 on intrapersonal quality assurance taking place, one facilitator agreed and the other strongly agreed. Regarding item 18 on internal quality assurance taking place during the workshops, both facilitators strongly agreed. In item 19 on external quality assurance, one facilitator agreed and the other strongly agreed.

Documentation of the teachers' interview responses

<i>Participant: Ngo</i>	<i>Participant responses</i>
<i>Code</i>	<i>Segment : Responses to question on professional learning during workshops</i>
10. Sustaining rapport by facilitator	<i>There is discontinuity from last year, even to this year.</i>
11. Learning theories	

informing workshop facilitation methods	<i>The telling method</i>
12. Space in workshop venues	<i>It depends on the learning area ... for instance in Natural Sciences you expect when you are dealing with the chemicals you must have those experiments.</i>
13. Learning styles considered	<i>I never notice any.</i>
Code	Segment: Assessment during workshops
14. Teacher assessment during workshops	<i>Some pre-test just to test our knowledge ... then we write a post-test of which at the end we don't get the feedback. They just give the teacher a proof of attendance.</i>
15. Use of multiple assessment techniques	<i>It's just giving a one man show, the one who's facilitating as the participants we just listen.</i>
16. Evaluation of workshops	<i>It's a once off thing.</i>
Code	Segment: Quality assurance during workshops
17. Intra-personal quality assurance	<i>I don't think they are aware ... there is no follow-up in terms of checking in terms of monitoring.</i>
18. Internal quality assurance	<i>Ah, there is none.</i>
19: External quality assurance	<i>They've people from outside they've been observing and also give us (teachers not facilitators) a follow-up.</i>
Participant: Nko	Participant responses
Code	Segment: Professional learning during workshops
10. Sustaining rapport by the facilitator	<i>... we are invited to comment.</i>

11. Learning theories informing workshop facilitation methods	<i>Lecture</i>
12. Space in workshop venues	<i>Always suitable</i>
13. Learning styles considered	<i>A teacher who understands better helps ... relationship with other teachers is encouraged.</i>
Code	Segment: Assessment during workshops
14. Teacher assessment during workshops	<i>Basically there is no assessment that is done.</i>
15. Use of multiple assessment techniques	<i>No assessment</i>
16. Evaluation of workshops	<i>I cannot say there is a lot of evaluation there except that they just check the register.</i>
Code	Segment: Quality assurance during workshops
17. Intra-personal quality assurance	<i>I think they are learning any new things that are coming.</i>
18. Internal quality assurance	<i>So far ... none.</i>
19. External quality assurance	<i>Well, I haven't seen any.</i>
Participant: Modi	Participant responses
Code	Segment: Professional learning during workshop
10. Sustaining rapport by facilitator	<i>... they ask us different questions ... and also they give us different activities.</i>
11. Learning theories informing workshop	<i>... firstly they use the question and answer method; also baseline assessment</i>

<p>facilitating methods</p> <p>12. Space in workshop venues</p> <p>13. Learning styles considered</p>	<p>... big classes and then the learning space there is so large that it allows us to do different activities such as the group discussions</p> <p>... charts work sheets ... also they use the group discussions ... and also role playing ...</p>
<i>Code</i>	<i>Segment: Assessment during workshops</i>
<p>14. Teacher assessment during workshops</p> <p>15. Use of multiple assessment techniques</p> <p>16. Evaluation of workshops</p>	<p>they ask us different questions.</p> <p>They give us work sheets</p> <p>... they give us evaluation forms.</p>
<i>Code</i>	<i>Segment: Quality assurance during workshops</i>
<p>17. Intra-personal quality assurance</p> <p>18. Internal quality assurance</p> <p>19. External quality assurance</p>	<p>Yes I think so; I think they are keeping pace with the new a ... method of facilitating ... yes.</p> <p>Department officials will always be there.</p> <p>... the NGOs ... they come ... to these workshops to observe the facilitators.</p>
<i>Participant: Tsha</i>	<i>Participant responses</i>
<i>Code</i>	<i>Segment: Professional learning during workshops</i>
<p>10. Sustaining rapport by the facilitator</p> <p>11. Learning theories informing workshop facilitating methods</p>	<p>... some minor activities are given to us that keep us together in the whole workshop.</p> <p>I can think of this cooperative learning theory.</p>

12.	Space in workshop venues	... you'll find that quite a lot of these places don't even have electricity; now some of the items that need presentations slides
13.	Learning styles considered	Ah ... let me just be honest, these workshops are not conducted to actually ... accommodate various teachers.
Code		Segment: Assessment during workshops
14.	Teacher assessment during workshops	... information is imparted to us and later we must eh ... demonstrate if we understand it through the practical session like one of formulating a lesson plan.
15.	Use of multiple assessment techniques	...we can as a class share ...
16.	Evaluation of workshops	I don't think the system that we have does actually evaluate the workshops.
Code		Segment: Quality assurance during workshops
17.	Intra-personal quality assurance	... you'll find a teacher being more knowledgeable than the facilitator. So I'm doubtful if these facilitators do keep themselves abreast because of these changes.
18.	Internal quality assurance	... there is a lady from the assessment section.
19.	External quality assurance	Eh ... there's none.
Participant: Phi		Participant responses
Code		Segment: Professional learning during workshops
10.	Sustaining rapport by facilitators	<i>They introduce icebreakers in between.</i>
11.	Learning theories informing workshop facilitating methods	<i>Role playing or dramatisation.</i>
12.	Space in workshop venues	<i>Those by the Department are not conducive ...</i>

13.	Learning styles considered	<i>The facilitators give us an opportunity to present in front of others.</i>
Code		Segment: Assessment during workshops
14.	Teacher assessment during workshops	<i>They give us questions of the content.</i>
15.	Use of multiple assessment techniques	<i>We used to write.</i>
16.	Evaluation of workshops.	<i>They use to give us papers just to reflect on what we have been doing.</i>
Code		Segment: Quality assurance during workshops
17.	Intra-personal quality assurance	<i>These facilitators ... they also attend eh ... other workshops.</i>
18.	. Internal quality assurance	<i>Their presence was for them also to be part of the people being workshopped.</i>
19.	External quality assurance	<i>I'll be lying ... eh ... there's none.</i>
Participant: Mba		Participant responses
Code		Segment: Professional learning during workshops
10.	Sustaining rapport by facilitators	<i>Questions are posed and then at certain intervals educators are requested to do presentations.</i>
11.	Learning theories informing workshop facilitating methods	<i>Group work and then also ... the narrative method</i>
12.	Space in workshop venues	<i>... there is sufficient space.</i>
13.	Learning styles considered.	<i>Not much is done in terms of that; the method used is a blanket method for everyone.</i>
Code		Segment: Assessment during workshops

14.	Teacher assessment during workshops	<i>... it's questions posed throughout the workshop.</i>
15.	Use of multiple assessment techniques	<i>... educators are just requested to give a presentation or a lesson...</i>
16.	Evaluation of workshops	<i>... the facilitators hand out a form at the end of the workshop ... so that you then fill in the form...</i>
Code		Segment: Quality assurance during workshops
17.	Intra-personal quality assurance	<i>... most facilitators eh usually visit the government website and then if there are reference books that are used in that particular field ...</i>
18.	.Internal quality assurance	<i>In some instances they would invite a person perhaps from the Regional Office ...</i>
19.	External quality assurance	<i>No, I haven't seen that in any workshop that I have attended.</i>
Participant: Masi		Participant responses
Code		Segment: Professional learning during workshops
10.	Sustaining rapport by facilitators	<i>... a lot of active participation, making sure that there is interaction between the facilitator and the attendees ...</i>
11.	.Learning theories informing workshop facilitating methods	<i>... they encourage team work</i>
12.	Space in workshop venues	<i>... the venues are very conducive to ...</i>
13.	Learning styles considered	<i>... if they notice that one group does not benefit as equally as the other one ... they switch over to a ... some sort of a method that will be beneficial ...</i>
Code		Segment: Assessment during workshops
14.	Teacher assessment during	<i>... presenting lessons in front of the entire class.</i>

workshops	
15. Use of multiple assessment techniques	<i>... observation is one of them ... mostly they rely on presentation.</i>
16. Evaluation of workshops	<i>... it is the people attending the workshops who are expected to or who are supposed to assess the facilitators using the 1 to 10 scale.</i>
Code	Segment: Quality assurance during workshops
17. Intra-personal quality assurance	<i>They go all out to get the latest information through the internet, through the latest literature on the subject.</i>
18. Internal quality assurance	<i>Whenever it happens, it happens in the case of another curriculum implementer from another region coming to assist the one who is in charge of that particular session.</i>
19. External quality assurance	<i>... unfortunately we haven't as yet received any official from ... beyond eh ... the boundaries of the Education Department.</i>
Participant: Mabe	Participant responses
Code	Segment: Professional learning during workshops
10. Sustaining rapport by facilitators	<i>... during the course of the workshop we are divided into groups so that we can get ideas from each other then after that we swap again from the group that you are now used to.</i>
11. Learning theories informing workshop facilitating methods	<i>Most of the time ... they are using the lecture method ...</i> <i>I think the venues are conducive to ...</i>
12. Space in workshop venues	<i>... they divide us into groups, so when we are giving</i>

13: Learning styles considered	<i>each other ideas, we give back the feedback to them and then they also allow us to ask questions.</i>
Code	Segment: Assessment during workshops
14. Teacher assessment during workshops	<i>... they ask one of the members in a group to go and present in front ... they don't give us their feedback.</i>
15. .Use of multiple assessment techniques	<i>I should think they use the one that they say we have to present after they have given us the task; that's the only one that they use.</i>
16. Evaluation of workshops.	<i>I think they are evaluated by the manner we are performing after we have attended the workshops ... the performance we are reflecting.</i>
Code	Segment: Quality assurance during workshops
17. Intra-personal quality assurance	<i>I think most of them are lifelong learners; they do research ... because whatever they are workshopping us in the next workshops are different from that they have taught us, meaning that when we go for the next workshop, we gain something new.</i>
18. Internal quality assurance	<i>It doesn't normally happen because most of the time it's their colleagues who are assisting them facilitate the workshop. They don't normally sit and observe and after they give a report but most of the time we see them assisting.</i>
19 External quality assurance	<i>According to my knowledge I never saw someone from outside the department coming to observe; most of the time it's us from the department.</i>

The data was analysed on the basis of the questions listed at the beginning of this chapter and the themes that emerged from the data itself.

4.3 Research findings

Teacher responses to the following:

Sustaining rapport between facilitator and teachers throughout the workshop session

Most of the responses indicated that asking questions is the common method used by the facilitators to sustain rapport with the teachers throughout the workshop session. Only one of the eight teachers indicated something else than asking questions.

They introduced icebreakers in between.

Learning theories informing the methods used to facilitate workshops

Only three of the eight teachers cited cooperative learning theories as informing the methods used to facilitate workshops; the other five agreed that the lecture method is commonly used.

Most of the time ... they are using the lecture method ...

Space in the venues to accommodate all activities

Four of the eight teachers said the space in the venues allows for all activities informed by any learning theory to be performed there while the other half disagreed. There is no consensus on the suitability of the venues for the workshops.

Learning styles

Seven of the eight teachers agreed that no learning styles that are aimed at accommodating every teacher's style of learning are employed.

Not much is done in terms of that; the method used is a blanket method for everyone.

Assessment of teachers during the workshops

There seems to be no consensus on how assessment takes place during the workshops

because three of the eight teachers said the question and answer method of assessing was used; three mentioned presentations done by the teachers, one mentioned pre- and post-tests and one said no assessment takes place.

... they ask one of the members in a group to go and present in front...

What also emerged from this response was that the facilitators did not give feedback to the teachers after the presentations; the teachers went back to their schools without having been ensured whether they were presenting according to expectation or not.

... they don't give us their feedback.

The use of multiple assessment strategies

Presentations and asking questions seemed to be dominating.

Evaluation of the workshops

Five of the teachers agreed that evaluation forms were given to them to rate the facilitator's performance in a particular workshop; one said no evaluation was done, one said the attendance register was used and one said evaluation happened only once in his experience.

What emerged from the responses to this item was that the teachers regarded evaluation of workshops to be an exercise supposed to be done by the attendees and not the facilitators per se.

Intrapersonal quality assurance

What emerged from the responses was that the teachers were responding according to what they felt should be happening rather than what actually happened. They mentioned attending workshops, doing research, reading the latest literature and using the Internet.

I think most of them are lifelong learners, they do research ...

The use of the phrase *I think* partially confirmed my suspicion but one of them indicated that he doubted if intrapersonal quality assurance was ever taking place, when he said:

... you'll find a teacher being more knowledgeable than the facilitator. So I'm doubtful if these facilitators do keep abreast ...

Internal quality assurance

Seven of the eight teachers agreed that internal quality assurance did not take place and one said the facilitator's colleagues sometimes attended to assist their colleague but not to observe with the aim of giving feedback at the end of the session.

It doesn't normally happen because most of the time it's their colleagues who are assisting them in facilitating the workshop. They don't normally sit and observe and afterwards they give a report but most of the time we see them assisting.

External quality assurance

All eight teachers indicated that external quality assurance did not take place.

According to my knowledge I never saw someone from outside the department coming to observe; most of the time it's us from the department.

Unfortunately we haven't as yet received any official from ... beyond eh ... the boundaries of the Education Department.

4.4 Conclusion

This chapter discusses the findings of the study in detail, which among others, found that as much as workshop facilitators' methods of conducting workshops are informed by certain professional learning theories, not a variety of methods is used during workshop facilitation. It has become evident that as much as teachers are assessed during workshops, such assessment is not consistent and multiple assessment techniques are not used. It has also become evident that not all workshops are evaluated. Most of the teachers indicated that internal and external quality assurance of workshops does not take place.

CHAPTER 5

CONCLUSION, RECOMMENDATIONS AND LIMITATIONS

5.1 Introduction

The findings of this study are summarised in this chapter. The aim of the study was to understand why language teachers who participate in professional learning workshops identify one and the same aspect of language teaching and learning as their development need in subsequent years, despite evidence that the need was previously addressed. A number of themes were explored to determine this.

5.2 Summary of the findings

5.2.1 Facilitating professional learning

- *Sustaining rapport during workshops:* The teachers indicated that there were no innovative strategies of sustaining rapport with them throughout the workshops. The workshop presenters relied on asking them questions only. Racing against time to complete the workshop content seemed to be the reason.
- *Professional learning theories informing workshop facilitation:* Only cooperative learning methods and the lecture approach were cited as the methods informing the facilitation of workshops.
- *Suitability of the workshop venues:* Half of the teachers found the venues to be suitable and half of them found them to be unsuitable.
- *Learning styles:* Seven of the eight teachers agreed that no learning styles were employed aimed at accommodating every teacher's style of learning.

5.2.2 Assessment and evaluation

- *Assessment of teachers during the workshops:* Question and answer and presentations seemed to be commonly used.
- *The use of multiple assessment techniques:* It appeared that there was actually no application of multiple assessment techniques in assessing teachers during the workshops as presentations by teachers and question and answer methods were

commonly applied.

- Evaluation of workshops: Evaluation forms were used to rate the facilitators' proficiency in facilitating workshops. Attendance registers were also mentioned as a means of evaluation.

5.2.3 Quality assurance

- *Intra-personal quality assurance*: Here, the teachers were more general in their responses, rather expressing what was supposed to be happening than what was really happening regarding intra-personal quality assurance.
- *Internal quality assurance*: Seven of eight teachers indicated that internal quality assurance did not take place in the workshops they attended.
- *External quality assurance*: All eight teachers indicated that external quality assurance did not take place in the workshops they attended.

5.3 Recommendations

To ensure that teachers in the Gauteng North and Nkangala districts do not in their *personal growth plans*, repeatedly reflect the same aspect for development each year despite evidence, in writing, that they had been previously addressed attention should be focused on the following:

5.3.1 Facilitating professional learning

- *Sustaining rapport during workshops*: Workshop facilitators should find a variety of strategies to ensure that rapport with teachers during workshops is sustained throughout the session and teachers remain interested in what is being offered.
- *Professional learning theories informing workshop facilitation*: As different teachers learn differently from others, facilitators should use a variety of methods to maximise teachers' potential.
- *Suitability of the workshop venues*: Workshop venues should allow for all activities informed by a number of methods to be performed.
- *Learning styles*: A plethora of learning styles should be applied to accommodate all teachers in attendance.

5.3.2 Assessment and evaluation

- *Assessment of teachers during the workshops:* Teachers should be assessed during workshops to determine the extent to which they master what is being taught.
- *The use of multiple assessment techniques:* As teachers learn differently, workshop facilitators should use a variety of assessment techniques to accommodate all the teachers in attendance.
- *Evaluation of workshops:* All workshops need to be evaluated by the facilitators for further improvement of the workshops.

5.3.3 Quality assurance

- *Intra-personal quality assurance:* Workshop facilitators should continuously do introspection regarding their facilitating acumen and keep themselves abreast of the latest facilitation methods.
- *Internal quality assurance:* Peer observation and feedback thereafter is imperative as it boosts the facilitators' confidence and helps them know their strengths and areas for improvement.
- *External quality assurance:* External feedback is important; workshop facilitators should be at ease to invite other professionals to observe them in practice and receive feedback from them.

5.4 Limitations of the study

The fact that I previously worked with and monitored schools of some of the teachers used in the study could somehow compromise the trustworthiness of the study. To make up for that I ensured that questionnaires were administered to both the teachers and the workshop facilitators and interviews were conducted with the teachers in case there were clarifications to be made.

Another limitation is the fact that the workshop facilitators could not avail themselves for the interviews as their participation in the interviews could have shed some light on the clarification of some of their responses.

The fact that only teachers from the Gauteng North and Nkangala Districts were used is a limitation on its own since the two districts cannot be representative of the rest of the

Gauteng and Mpumalanga provinces. As a result the findings of this study cannot be generalised.

5.5 Recommendations for further research

- Research on the use of workshop facilitating methods informed by a variety of professional learning theories still has to be conducted to ensure the effectiveness of teacher professional learning.
- Research on the effectiveness of using multiple assessment techniques for teachers during professional learning and the evaluation of workshops by facilitators.
- Research on the usefulness of applying intra-personal quality assurance by individual workshop facilitators and internal and external quality assurance to boost facilitators' confidence in carrying out their practice.

5.6 Conclusion

This chapter reports the findings of the research and makes recommendations regarding the findings in the study and for further research. It also looks at the limitations of the study.

CHAPTER 6

Meta-research

6.1 Introduction

This chapter focuses on the journey I travelled in undertaking this study. This includes what drove me to undertake the study, its commencement, progress and its completion.

6.2 Reflection

The journey of the study started with enrolling for the two modules, NME 810 and in 2009 which were completed in record time. This was followed by looking for a topic for the study. Having found one, I had to look for a suitable supervisor to supervise the research. My Department helped me in this regard. My supervisor helped me fine tune the research topic until I formulated it as *Quality assurance of continuing professional development programmes for language teachers*. Then I had to prepare to defend the research proposal. I had to go through eight drafts until I managed to defend the proposal successfully on 6 September, 2010. I had to apply for ethical clearance, which I managed to obtain only in April 2011. I had to apply for permission from the relevant education departments to conduct research in their schools and to approach their teachers. I had to find samples to use as participants in the study and to decide on research methods and design. Then I had to prepare data collection instruments and arrange dates for data collection. The journey was not easy as I had to juggle between my studies and my career. Contact with my supervisor was not always easy as he had to attend to his daily students and had to shoulder overseas assignments. I, however, had to continue pursuing my goal until its completion. My supervisor had to comment on ten of my dissertation drafts until the final approval.

6.3 Conclusion

This chapter reflects on the journey I had taken in completing this study. It includes among others, the two modules, the research topic, the defence of the research proposal, data collection, data analysis, research findings, and the encounter with my supervisor and the reporting of the research.

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APPENDICES



UMnyango WezeMfundo
Department of Education

Lefapha la Thuto
Departement van Onderwys

Enquiries: Nomvula Ubisi (011)3550488

Date:	15 October 2010
Name of Researcher:	Mlombo Samson
Address of Researcher:	1058 Kuan-Yin Cres
	Cultura Park
	Bronkhorspruit
Telephone Number:	0845870180
Fax Number:	0865403717
Research Topic:	Quality Assurance of Continuing Professional Development Programmes for Language Teachers
Number and type of schools:	5 Public Schools
District/s/HO	Gauteng North

Re: Approval in Respect of Request to Conduct Research

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

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

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

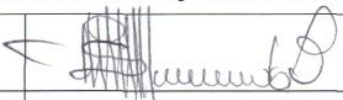
a.

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

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

Kind regards

Nomvula Ubisi
 DEPUTY CHIEF EDUCATION SPECIALIST: RESEARCH

The contents of this letter has been read and understood by the researcher.	
Signature of Researcher:	
Date:	15/10/2010

b.



RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE

CLEARANCE NUMBER :

SM 11/02/01

DEGREE AND PROJECT

M.Ed
Quality assurance of continuing professional development
programmes for language teachers

INVESTIGATOR(S)

Samson Mlombo

DEPARTMENT

Science, Mathematics and Technology Education

DATE CONSIDERED

17 April 2013

DECISION OF THE COMMITTEE

APPROVED

Please note:

For Masters applications, ethical clearance is valid for 2 years

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

**CHAIRPERSON OF ETHICS
COMMITTEE**

Prof L Ebersohn

DATE

17 April 2013

CC

Jeannie Beukes
Liesel Ebersohn
Dr PH du Toit

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

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

Please quote the clearance number in all enquiries.

UNIVERSITY OF PRETORIA

DECLARATION OF ORIGINALITY

This document must be signed and submitted with every
essay, report, project, assignment, dissertation and/or thesis.

Full names of student: SAMSON MLOMBO

Student number: 24482782

Declaration

1. I understand what plagiarism is and am aware of the University's policy in this regard.
2. I declare that this *dissertation*..... (eg essay, report, project, assignment, dissertation, thesis, etc) is my own original work. Where other people's work has been used (either from a printed source, Internet or any other source), this has been properly acknowledged and referenced in accordance with departmental requirements.
3. I have not used work previously produced by another student or any other person to hand in as my own.
4. I have not allowed, and will not allow, anyone to copy my work with the intention of passing it off as his or her own work.

SIGNATURE OF STUDENT: 

SIGNATURE OF SUPERVISOR: 

Dear colleague

I am currently investigating the quality assurance of continuing professional development programmes for language teachers, focusing on the capacity of continuing professional development workshops/programmes to provide developmental opportunities to language teachers in relation to knowledge, skills, values and attitudes, to mention but a few. The Gauteng and Mpumalanga Departments of Education have already granted me permission to conduct the study and distribute this questionnaire. The responses will be treated with strict confidentiality. Dr Pieter H. du Toit, Department of Humanities Education at the University of Pretoria, is my research supervisor.

Kindly assist me in this attempt. I am convinced that this study is of vital importance to teacher development since it can shed light on why language teachers participate in development interventions but are still found wanting in facilitating certain aspects of language teaching.

Approximately 25 to 30 minutes of your time will be sacrificed to complete the questionnaire.

Thank you once more for your friendly assistance.

PLEASE NOTE:

This questionnaire will be collected from you on the day we shall agree upon.

Kind regards

Mr Sam Mlombo

Cell: 084 587 0180

Fax No. 086 540 3717

E-mail: sammlombo@gmail.com

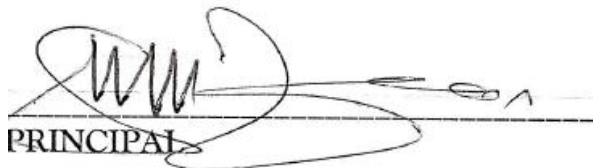
12 APRIL 2011

MLOMBO S (Mr)
UNIVERSITY OF PRETORIA
PRETORIA
0001

Sir/Madam

The School Management Team and The School Governing Body does not have an objection for Mr Mlombo to conduct a research for his studies at our institution.

Wishing him luck in his endeavour.


PRINCIPAL

10-11-2011
TEL: 013 934 4302
TEL/FAX 013 934 4813
Gauteng Dept. of Education
DATE

SECTION A: BIOGRAPHICAL DATA

Kindly complete the following personal particulars by crossing the number in the appropriate block:

1.	Province Gauteng <input type="checkbox"/> Mpumalanga <input checked="" type="checkbox"/>	A01
2.	Gender Male <input type="checkbox"/> Female <input checked="" type="checkbox"/>	A02
3.	Age 20-24 <input type="checkbox"/> 25-29 <input type="checkbox"/> 30-34 <input type="checkbox"/> 35-39 <input type="checkbox"/> 40-44 <input type="checkbox"/> 45-49 <input checked="" type="checkbox"/> 50-54 <input type="checkbox"/> 55-59 <input type="checkbox"/> 60+ <input type="checkbox"/>	A03
4.	Teaching experience Less than 4 years <input type="checkbox"/> Between 5 and 10 years <input type="checkbox"/> Between 10 and 15 years <input type="checkbox"/> More than 15 years <input checked="" type="checkbox"/>	A04

2

Mlab

h.

<p>5.</p>	<p>Your highest educational qualification</p> <p>Post school diploma <input type="checkbox"/></p> <p>B-degree <input type="checkbox"/></p> <p>Degree plus a diploma <input checked="" type="checkbox"/></p> <p>Post graduate qualification <input type="checkbox"/></p>	<p>A05</p>
<p>6.</p>	<p>Are you an English teacher?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p>	<p>A06</p>
<p>7.</p>	<p>In which of the following phases do you mostly teach?</p> <p>Intermediate-Senior Phase <input type="checkbox"/></p> <p>Further Education and Training phase <input checked="" type="checkbox"/></p>	<p>A07</p>

SECTION B:

In this section and the following sections you are required to cross ONLY ONE appropriate number on the scale provided for each question.

▪ PLEASE NOTE:

Read each of the following statements very carefully and indicate to what extent the statement applies to your **understanding of the quality assurance of continuing professional development workshops conducted for language teachers.**

Please respond to each statement by expressing your opinion regarding **continuing professional development workshop facilitation**. Mark ONE OPTION ONLY.

KEY

Strongly disagree	Disagree	Agree	Strongly agree
1	2	3	4

8.	Workshop outcomes are well formulated and made known to the language teachers at the beginning of the workshop.	1 2 3 4	B08
9.	Rapport with me is initiated at the start of the workshop and	1 2 3 4	B09
10.	Rapport with me is sustained throughout by the facilitator to create a positive learning environment.	1 2 3 4	B10
11.	Facilitation methods which allow me to work in groups, to construct my own meaning of what I learn, to critically reflect on my learning, are used.	1 2 3 4	B11
12	The space in the venues used for workshops allows for all tasks to be performed using any of the facilitation methods mentioned in the statement in number 11.	1 2 3 2	B12

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<p>13. Are the following learning styles used during the workshop facilitations: One for Active and Reflective learners; for Sensing and Intuitive learners; for Visual and Verbal learners; for Sequential and Global learner?</p>	<table border="1" style="margin: auto;"> <tr> <td style="padding: 2px 10px;">1</td> <td style="padding: 2px 10px;">2</td> <td style="padding: 2px 10px; text-align: center;">X</td> <td style="padding: 2px 10px;">4</td> </tr> </table>	1	2	X	4	<p>B13</p>
1	2	X	4			

Briefly say what you understand about each of the learning styles?

Active learning: Looking at the classroom situation, i.e. involvement of learners in the lesson, interestingness of lesson gives interest to learners for them to participate

Reflective learning: The feedback that I get from learners after they have learnt, i.e. To find out how much they understood the lesson of the day.

Sensing learning: That is to be able to see whether the learners are paying full attention to the lesson that is being conducted, detect their concentration.

Intuitive learning: _____

Visual learning: To bring along picture of what the lesson is going to be about, i.e. Teaching them advertisement. They have to see how an advert is developed.

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Verbal learning: That is talking to learners doing oral without writing anything down. but the reflection is expected verbally.

Sequential learning: —

Global learning: Teach about anything that is happening around the world and not being specific about country or city but talking about something that is happening around the world.

SECTION C:

Please respond to each statement by crossing the number on the scale provided in order to express your view regarding **Assessment during the continuing professional development workshops**. Mark only **ONE** option.

KEY

Strongly disagree	Disagree	Agree	Strongly agree
1	2	3	4

14.	Formative assessment does take place during the workshop to determine the extent to which we achieve the workshop outcomes.	1 2 3 <input checked="" type="checkbox"/>	C14
15.	Multiple assessment techniques such as practical assessment, written assessment and oral assessment are used to assess us during the workshops.	1 2 3 <input checked="" type="checkbox"/>	C15

	<p>16. A number of workshops get evaluated to determine the extent to which they have addressed my professional development needs.</p>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	C16
1	2	3	4				

SECTION D:

Please respond to each statement by crossing the number on the scale provided in order to express your view regarding ***quality assurance of continuing professional development workshops***. Mark only **ONE** option.

KEY

Strongly disagree	Disagree	Agree	Strongly agree
1	2	3	4

17.	The facilitator ensures that he/she frequently reviews his/her own facilitation styles to ensure that he/she is always in line with the most recent ones (intrapersonal quality assurance).	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	D17
1	2	3	4				
18.	Other officials who deal with teacher professional development matters within the facilitator's practice do sit in the workshops and observe how the workshops are facilitated (internal quality assurance).	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	D18
1	2	3	4				
19.	Other officials who are not from within the facilitator's practice but also deal with teacher professional development matters also do attend the workshops (External quality assurance).	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	D19
1	2	3	4				

INTERVIEW SCHEDULE – Teachers

PART A: Introduction

- Good morning/afternoon Mr/Ms What a lovely day it is today!
- Thank you for agreeing to participate in this research.
- Thank you also for honouring this appointment for the interview.
- Before we officially start with the interview, I would like to remind you of the fact that your participation in this study is voluntary, you may opt out of it any time you feel like doing so. Your name will not be published in the report of this study.
- The interview will be audio-taped if you do not object.
- I am now switching the audio-tape on. Are you ready for the interview?

PART B: The main interview

9. How do the facilitators sustain rapport with you throughout the workshop session to create a positive environment?
10. Mention the learning theories informing the methods used by the facilitators during the workshops.
11. What do you comment on the venues used for workshops?
12. How do the facilitators ensure that teachers who learn differently from others are also accommodated in the way the workshops are facilitated?
13. How is assessment carried out by the facilitators during the workshops?
14. Which assessment techniques do the facilitators use during the workshops?
15. How are the different workshops you have attended evaluated by the facilitators?
16. How do the facilitators ensure that the methods they use when facilitating the workshops are always relevant?
17. Which professional development officials from the Department of Education have observed the workshops you attended?
18. Which professional development officials from outside the Department of Education have observed the workshops you attended?

PART C: Conclusion

- Do you have anything to ask me or comment on regarding the interview?
- Thank you again for your time; I will contact you after transcribing the interview for you to check if what is written there is really what you have said during the interview.
- Enjoy the rest of your day.
- I am now switching off the audio-tape.

INTERVIEW SCHEDULE - Facilitators

PART A: Introduction

- Good morning/afternoon Mr/Ms What a lovely day it is today!
- Thank you for agreeing to participate in this research.
- Thank you also for honouring this appointment for the interview.
- Before we officially start with the interview, I would like to remind you of the fact that your participation in this study is voluntary; you may opt out of it any time you feel like doing so. Your name will not be published in the report of this study.
- The interview will be audio-taped if you do not object.
- I am now switching the audio-tape on. Are you ready for the interview?

PART B: The main interview

9. How do you sustain rapport with the teachers throughout the workshop session to create a positive environment?
10. Mention the learning theories informing the methods you use during the workshops.
11. What do you comment on the venues you use for workshops?
12. How do you ensure that teachers who learn differently from others are also accommodated in the way the workshops are facilitated?
13. How do you assess the teachers during the workshops?
14. Which assessment techniques do you use during the workshops?
15. How do you evaluate the different workshops you have facilitated?
16. How do you ensure that the methods you use when facilitating the workshops are always relevant?
17. Which professional development officials from the Department of Education have observed you facilitate the workshops?
18. Which professional development officials from outside the Department of Education have observed you facilitating the workshops?

PART C: Conclusion

- Do you have anything to ask me or comment on regarding the interview?
- Thank you again for your time; I will contact you after transcribing the interview for you to check if what is written there is really what you have said during the interview.

OBSERVATION SCHEDULE

KEY

Not acceptable	Acceptable	Good	Very good
1	2	3	4

WORKSHOP FACILITATION					
ITEM No.	QUESTIONS	RATING			
1	Workshop outcomes being outlined at the beginning of the workshop.	1	2	3	4
2	Rapport being initiated at the beginning of the workshop.	1	2	3	4
3	Rapport being sustained throughout the workshop session.	1	2	3	4
4	Different facilitation methods being employed during the workshop.	1	2	3	4
5	The space in the workshop venue allowing for all tasks to be performed using the different facilitation methods as in the previous question.	1	2	3	4
6	Different learning styles being employed to accommodate all the teachers attending the workshop.	1	2	3	4
ASSESSMENT					
ITEM No.	QUESTIONS	RATING			
7	Assessment taking place during the workshop.	1	2	3	4
8	Multiple assessment techniques being used during the workshop.	1	2	3	4
9	The workshops are evaluated.	1	2	3	4
QUALITY ASSURANCE					
ITEM No.	QUESTIONS	RATING			
10	The facilitator constantly reviewing own facilitating styles to ensure they are in line with more recent trends (intra-personal quality)	1	2	3	4

	assurance).					
11	Officials from within the facilitator's field of work observing him/her during the workshop (internal quality assurance).	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4			
12	Officials from outside the facilitator's field of work observing him/her during the workshop (external quality assurance).	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4			

COMMENTS

This was the first workshop I attended for observation. Five of the fifteen participants were not in attendance on the day. Pre and post tests were used as assessment techniques. The official from the facilitator's field who observed him was not there throughout the facilitation but only arrived ten minutes before the end of the session. No other teaching techniques were used other than the whiteboard. Rapport before the start of the workshop was well initiated and was well sustained throughout the workshop. The participants seemed keen but appeared tired as that was the fifth session of the workshop. No other facilitators from outside the facilitator's space, other than his supervisor, were in attendance.

OBSERVATION SCHEDULE

KEY

Not acceptable	Acceptable	Good	Very good
1	2	3	4

WORKSHOP FACILITATION					
ITEM No.	QUESTIONS	RATING			
1	Workshop outcomes being outlined at the beginning of the workshop.	1	2	3	4
2	Rapport being initiated at the beginning of the workshop.	1	2	3	4
3	Rapport being sustained throughout the workshop session.	1	2	3	4
4	Different facilitation methods being employed during the workshop.	1	2	3	4
5	The space in the workshop venue allowing for all tasks to be performed using the different facilitation methods as in the previous question.	1	2	3	4
6	Different learning styles being employed to accommodate all the teachers attending the workshop.	1	2	3	4
ASSESSMENT					
ITEM No.	QUESTIONS	RATING			
7	Assessment taking place during the workshop.	1	2	3	4
8	Multiple assessment techniques being used during the workshop.	1	2	3	4
9	The workshops are evaluated.	1	2	3	4
QUALITY ASSURANCE					
ITEM No.	QUESTIONS	RATING			
10	The facilitator constantly reviewing own facilitating styles to ensure they are in line with more recent trends (intra-personal quality)	1	2	3	4

	assurance).					
11	Officials from within the facilitator's field of work observing him/her during the workshop (internal quality assurance).	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4			
12	Officials from outside the facilitator's field of work observing him/her during the workshop (external quality assurance).	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4			

COMMENTS

This was the second workshop session I attended. Three facilitators were in attendance but only one was in charge and the other two just added here and there. They were not there to observe how the facilitator in charge was facilitating the workshop. Rapport between the facilitators and the participants was somewhat initiated at the start of the session but it could hardly be sustained throughout. Only the group work method was primarily used during the facilitation and only presentations were used as an assessment technique. There were no other facilitators from outside the space of the workshop facilitators. I observed no evaluation of the workshop at the end of the session.

TRANSCRIPTS

Responses are given verbatim.

Interview responses for *Nko*

Me: Good afternoon Mr/Ms (...). What a lovely day it is today!

Me: Thank you for agreeing to participate in this research. Thank you also for honouring this appointment for the interview. Before we officially start with the interview, I would like to remind you of the fact that your participation in this study is voluntary, you may opt out of it any time you feel like doing so. Your name will not be published in the report of this study. The interview will be audio-taped, if you do not object. I am now switching the audio-tape on. Are you ready for the interview?

Me: (Question 10): How do the facilitators sustain rapport with you throughout the workshop session to create a positive environment?

Nko: Well ... usually ... when they come, they give us eh ... an agenda and then now we see things that are going to be discussed and if we need to add something maybe like any other business, we'll tell them what is it that we really want to be discussed and then they will start then if we accept the agenda we see everything then we can start with their presentation.

Me: Okay, during the workshop itself, what is it that the facilitators do to ensure that you ... they keep you interested in the subject throughout the workshop itself?

Nko: Well, they ... they invite us to comment you know ... they give us a chance to do that and to engage each other you know as teachers from different schools, yes.

Me: (Question 11): Which facilitating methods do the facilitators use during the workshops?

Nko: Well they lecture. I can say it is active learning. They speak to us, they just present whatever they are ... going to present on that day.

Me: Thank you. (Question 12): What can you comment on the venues used for workshops?

Nko: Well, the venues are always suitable because they will always choose a school that is next to us and now if you find that we are many schools, they will divide us and usually they choose schools that are close to us and they choose you know ... eh ... classes that are clean, the venues I can't complain about them.

Me: In terms of space, maybe in the venues, are the venues used ... eh ... spacious enough to accommodate all the different activities that need the application of different learning styles and teaching methods?

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Nko: Yes, and usually if we are going to a certain school, they choose maybe a teacher eh ... a class of a teacher who is teaching that particular subject so the venue is eh ... always you know conducive for what we are doing on that day.

Me: Thank you. (Question 13): How do the facilitators ensure that teachers who learn differently from others are also accommodated in the way the workshops are facilitated?

Nko: Well ... after presenting, should allow somebody maybe who understand better than the way she presented or somebody who has more experience than ... that person ... that teacher ... particular teacher will come and help and she'll also encourage us to form relationships with other teachers from other schools so that we can help each other.

Me: Thank you. (Question 14): How is assessment carried out by the facilitators during the workshops?

Nko: Well basically there is no assessment that is done during the workshops.

Me: Thank you, then it leads to my next question, (Question 15), will not eh ... be relevant because it would say which assessment techniques do the facilitators use during the workshops; all right, let's go to the next question.

Me: (Question 16): How were the different workshops you attended evaluated by the facilitators?

Nko: Well, I cannot say there is a lot of evaluation there except that they just check the ... the attendance. That's what they are ... most probably eh ... considering, if the attendance has been according to the way they expected because usually when they go to a school, they know how many teachers they are expecting in that workshop.

Me: Thank you. (Question 17): How do the facilitators ensure that the methods they use when facilitating the workshops are always relevant?

Nko: I think they are learning, any new things that are coming you know ... in relation to the curriculum so, most of the time they are the ones who give us and help us to adjust with the ... the new things that are happening in the learning area.

Me: Okay, thank you. (Question 18): Which professional development officials from the Department of Education have observed the workshops you attended?

Nko: So far ... none.

Me: Thank you. (Question 19): Which other professional development officials from outside the Department of Education have observed the workshops you attended?

Nko: Well, I haven't seen any, I've been teaching English for five years now and I haven't seen any until this far.

Me: Thank you very much, Ma\m. Do you have anything to ask me or comment on regarding the interview?

Nko: No, I don't have any comment.

Me: Thank you again for your time, I will contact you after transcribing the interview for you to check if what is written there is really what you have said during the interview.

Nko: Thank you very much, Sir.

Interview responses for *Ngo*

Me: Good afternoon, Mr (...). What a lovely day it is today!

Me: Thank you for agreeing to participate in this research. Thank you also for honouring this appointment for the interview. Before we officially start with the interview, I would like to remind you of the fact that your participation in this study is voluntary, you may opt out of it any time you feel like doing so. Your name will not be published in the report of this study. The interview will be audio-taped, if you do not object to that. I am now switching the audio-tape on. Are you ready for the interview?

Me: (Question 10): How do the facilitators sustain rapport with you throughout the workshop session to create a positive environment?

Ngo: Ja during the past, eh ... quarters, we didn't have many workshops; then we had ... we attended so, they call it eh ... the launching of strategies like GPLMS for English and Mathematics. For other Learning Areas we didn't have the ... the workshops, per se.

Me: Okay. But for example, maybe ... last year you had it, when the workshop is on, the workshop has started, how does the facilitator make sure that she or he keeps you eh ... interested in the workshop from the beginning to the end?

Ngo: Ja, what I can say is that there is a ... discontinuity from last year even to this year. Last year, we also had a partnership with (...) where each and every Learning Area they bring some educators to come and facilitate. Educators to educators through that (...) programme. But to me, some, some, some of the issues, some of the matters that they address they were relevant to the classroom situation but others, they were out. But even if you try to, to engage

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them, you can see that somewhere somehow you cannot reach the conclusion by the sake of, even the time also, was not suitable because we started at 8 O'clock end up at 1 O'clock of which is Saturdays.

Me: Thank you. (Question 11): Which facilitating methods do the facilitators use during the workshops?

Ngo: Ja in most cases you know, this telling method, this one of, is always giving, giving. There's no interaction, it is only a little interaction ... interaction between the facilitators most of the time it's the facilitator ... doing the rest of the work.

Me: Thanks, Sir. (Question 12): What do you comment on the venues used for workshops?

Ngo: Sometimes I can say the venue ... is sometimes not conducive because sometimes you ... you... arrive only to find that the venue is not available, you must wait, close to an hour sometimes they say they have changed the venue and you must travel from one place to another place and you check time has been lost while you are trying to, to, to reach your destination but the venues to me they, is not properly arranged, not properly arranged.

Me: Okay, let's say the venue is there now ... the nature of it now ... what is the nature of the venue, does it accommodate all the participants and also all the activities that are supposed to be carried out during the session?

Ngo: Ye it depends with the Learning Area that you are attending because like if you are attending for instance Natural Science you expect when you are dealing with the chemicals you must have those experiments. For Languages it was good but is a classroom and now in terms of availability, space, is enough because only few attended. I want just to be honest with you that when you come to our, our colleagues, the (.....) colleagues, they don't attend. They don't attend during Saturdays, if the workshop is during the day; by 3 O'clock they just leave the venue. So in terms of space, it's enough.

Me: Thank you very much Sir. (Question 13): How do the facilitators ensure that teachers who learn differently from others are also accommodated in the way the workshops are facilitated?

Ngo: Ja, you know ... to be honest on that one ... I never notice anything. Just you know the method used is eh ... just a telling method then after that you just leave the area, give you some worksheet that go and work it out at school.

Me: Thank you. (Question 14): How is assessment carried out by the facilitators during the workshops?

Ngo: There is ... sort of, I think it's a strategy. Once we start with the workshop, they gave us some pre-test just to test our knowledge that will be based on the matter to be presented and after the workshop, then we write a post-test of which at the end we don't get the ... the feedback, per se. They just give the teachers as a proof of attendance or as a proof of participating but you don't get eh ... direct outcome whether you've performed well or not.

Me: Okay, thanks Sir. (Question 15): Which assessment techniques do the facilitators use during the workshops?

Ngo: As I indicated, because I cannot say because, it's just giving one man show, the one who's facilitating as the participants we just listen. Then we were given time to question some of the things to participate but just a little time because they always stick on time. They talk about time management and we must do this at a certain time. But there is no full participation.

Me: Thanks Sir. (Question 16): How were the different workshops you attended evaluated by the facilitators?

Ngo: Ah ... to be honest with you I cannot speak about something because I never had people come back and check whether you are implementing what you are doing or those worksheets whatsoever, it's just, it's a once off thing. It's a once off thing.

Me: Thank you. (Question 17): How do the facilitators ensure that the methods they use when facilitating the workshops are always relevant?

Ngo: I don't think they are aware of it because there is no follow up in terms of, of checking in terms of monitoring whether you are following the programme whatsoever. They only have their programmes to monitor; sometimes they give you the, correspondence that they are coming. They end up not coming. So, especially in primary schools because we have three phases. We have Foundation Phase, we have Intermediate Phase and Senior Phase. So, those sometimes especially the Senior Phase, Grade 7 they are suffering a lot because it end up 2 to 3 years without any visit from the Districts. It's only those Foundation Phase and Intermediate Phases.

Me: Thank you. (Question 18): Which professional development officials from the Department of Education have observed the workshops you attended?

Ngo: Ah, there's none.

Me: Thank you. (Question 19): Which other professional development officials from outside the Department of Education have observed the workshops you attended?

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Ngo: Eh ... I think for five years we didn't attend any development in terms of Because the last time we attended we, we, it was a project management programme of which they wanted to infuse into our education but since then there are some many things which are happening but per se there's no proper professional development for the teachers.

Me: But before the five years maybe ... in those workshops which you've attended, had there been other people or any other person who is not from the Department of Education who also sat with you observing a facilitator carrying out his or her job of conducting the workshop?

Ngo: Yes, yes, ye those programmes or those workshops (not clear), were ja, as you are saying they've people from outside they've been observing and also give us a follow up. For an example, I was involved in environment, we had the programme for the whole year and also came just to evaluate whether are you implementing what you have learned. I mean, to me, that one it was a professional development which I think you can say they wanted to achieve with a specific goal because for that particular year we, we, were involved in the greening the schools of which those teachers we attended with those schools were part of that programme. So, for me it went well.

Me: Thanks Sir, do you have anything to ask me or comment on regarding the interview?

Ngo: Eh ... what I can say it's such engagement is appreciated because sometimes people they think the system is doing what it is supposed to do. So, eh ... Okay, as I stated, that we need some intervention. And another thing that I have observed, in our education system there is too much interference from politics, let me be honest with you because the other thing it's just being politicised, politicised at the end teachers should be the one who must take the initiative.

Me: Thank you again for your time; I will contact you after transcribing the interview to check if what is written there is really what you have said during the interview.

Interview responses for *Phi*

Me: Good afternoon Mr

Phi: Afternoon Mr Mlombo.

Me: What a lovely day it is today!

Phi: Eh ... I'm very very happy to meet you today Mr Mlombo.

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Me: Thank you for agreeing to participate in this research ... thank you also for honouring this appointment for the interview. Before we officially start with the interview I would like to remind you of the fact that your participation in this study is voluntary ... you may opt out of it any time you feel like doing so; your name will not be published in the report of this study. The interview will be audio-taped if you do not object. I am now switching the audio-tape on, are you ready for the interview?

Phi: Yes I'm ready.

Me: (Question 10): How do the facilitators sustain rapport with you throughout the workshop session to create a positive environment?

Phi: In most cases eh ... they start by introducing themselves and after that they ask us to introduce one another just to create that positive environment.

Me: Yes Mr ... but that is eh ... initiating the rapport. I was checking ... now that it has been initiated, how do they sustain that rapport throughout the session?

Phi: Well ... I can also say that they sometimes introduce some ice breaking in between, the workshop. Thank you.

Me: (Question 11): Which facilitating methods do the facilitators use during the workshops?

Phi: Eh ... what I can say ... during the workshop eh ... the facilitators ... they use to conduct the workshops by requesting us to role-play a particular eh ... incident eh ... or dramatising it.

Me: Okay, thank you. (Question 12): What can you comment on the venues used for workshops?

Phi: Eh ... venues eh ... differ because we use to attend different workshops. Eh ... we use to attend workshops from (... Trust) eh ... I mean the network with regard to those ones the venues are very very fantastic but when we attend workshops organised by (...) they use to conduct the workshops in our schools and you will find that the classrooms are dirty most of the time, thank you.

Me: Those workshops conducted by the departmental officials, more especially with the workshops The question is in terms of space and their being conducive to conducting different activities or tasks eh ... using different eh ... teaching or learning methods. How suitable are they to accommodate eh ... teaching different eh ... using different methods?

Phi: Eh ... those workshops eh ... that are ... conducted by the department they use to conduct them in schools and that is why I say eh ... sometimes the si ... the environment is

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not conducive eh ... for ... such workshops and they use eh ... these eh ... they don't use eh ... what can I say overhead projectors and so on they use these eh ... posters.

Me: Okay Mr ... (Question 13): How do the facilitators ensure that teachers who learn differently from others are also accommodated in the way the workshops are facilitated?

Phi: Eh ... the facilitators use to give us eh ... an opportunity to present in front of others and by so doing they are giving us that chance or they are accommodating us.

Me: Okay, thank you. (Question 14): How is assessment carried out by the facilitators during the workshops?

Phi: Well ... they use to give us questions of the content like for instance if you are teaching literature or short stories they use to give us questions based on short stories. If you are doing poetry they will do so, if you are doing drama again they will organise such questions eh ... for those who are doing drama.

Me: Okay, thank you. (Question 15): Which assessment techniques do the facilitators use during the workshops?

Phi: Eh ... during the workshops we use to ... to write ... they use to give us questions and answer them in writing.

Me: Okay. (Question 16): How did the different workshops you have attended get evaluated by the facilitators?

Phi: Eh ... well, I can say ... in some workshops ... they use to ... at the end of a workshop eh ... they use to ... give us eh ... some ... papers just to reflect on what we have been doing.

Me: Okay ... in some ...

Phi: Yes, not all of them ... in some. Eh ... most workshops ... that do such eh ... reflection are ... the workshops conducted by eh ... (...).

Me: Okay, (Question 17): How do the facilitators ensure that the methods they use when facilitating the workshops are always relevant?

Phi: When they conduct these workshops ... they use to keep on asking eh ... asking questions just to make sure that each and every person is eh ... understanding ... or is at par with them.

Me: Yes, thank you but ... how do they ensure ... how does each facilitator ensure that his or her methods of facilitating ... get reviewed now and then to ... to be in line with most recent ... ways of doing things or facilitating?

Phi: Eh ... well ... what I know eh ... these facilitators they also attend eh ... other workshops ... like these people from (...) they use to keep themselves abreast with regard to

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the policies of the Department of Education such as this one of CAPS.

Me: Thank you very much. (Question 18): Which professional development officials from the Department of Education have observed the workshops you attended?

Phi: Eh ... with regard to ... the (...) last year Mr (...) was also invited to come and attend that workshop and we were together.

Me: Okay, then in those workshops conducted by the departmental officials themselves ... who else ... eh ... observed them when they facilitated?

Me: Again the very same eh ... workshop organised by (...) we once attended that workshop together with (...) from (...).

Me: Okay so, their presence there was ... what? Eh ... for them also to be part of the people being workshopped or were they there to eh ... observe how the other facilitator was facilitating?

Phi: Eh ... as far as I ... can say ... like (...) from (...) was attending those workshops just to gain some insight as to how other people are conducting their workshops.

Me: Thank you. (Question 19): Which other professional development officials from outside the Department of Education have observed the workshops you attended?

Phi: I'll be lying ... eh ... there's none ... oh ... there was none.

Me: Do you have anything to ask me or comment on regarding the interview?

Phi: There's nothing further I can say Mr Mlombo.

Interview responses for *Mba*

Me: Good afternoon, Mr Mba ...

Mba: Good afternoon, Mr Mlombo.

Me: what a lovely day it is today!

Mba: Indeed.

Me: Thank you for agreeing to participate in this research ... thank you also for honouring this appointment for the interview. Before we officially start with the interview, I would like to remind you of the fact that your participation in this study is voluntary, you may opt out of it at any time you feel like doing so; your name will not be published in the report of this study.

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Mba: Ok, thank you.

Me: The interview will be audio-taped if you do not object.

Mba: No, I have no objection.

Me: Thanks, I am now switching the audio-tape on; are you ready for the interview?

Mba: Yes.

Me: (Question 10). How do the facilitators sustain rapport with you throughout the workshop session to create a positive environment?

Mba: In most instances you find that questions are posed and then at certain intervals educators are requested to do presentations on flip charts, yes.

Me: Wonderful. Mention the learning theories informing the methods used by the facilitators during the workshops.

Mba: I think they focus on group work and then also on the narrative method because they lead the discussion and then let the groups break into smaller groups so that they can then interact with the learning material and present after that.

Me: Thank you; what can you comment on the venues used for the workshops?

Mba: Well eh ... in warmer days, one wouldn't have any problem with the venues, it's usually schools but then in winter you find that most educators complain about eh ... the conditions, it's not so warm in the classrooms or halls and then for residential workshops again you have a problem with accommodation because some of the facilities used there are not up to scratch, you find that there's no linen, you have to bring your own linen, some educators use public transport, it's difficult to bring more linen if it is winter and then sometimes, there isn't enough hot water. It basically centres on the comfort as such.

Me: Ok, in terms of space to accommodate different eh ... activities performed there using different methods, how are the venues in terms of that?

Mba: I would say there is sufficient space because then you find that it is mostly schools and then you are divided into different classes which then accommodates the various disciplines and learning areas.

Me: Thank you very much. How do the facilitators ensure that teachers who learn differently from others are also accommodated in the way the workshops are facilitated?

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Mba: There isn't much done in terms of that, the method used is a blanket method for everyone, so you find that if it's going to be a lecture method used, it's going to be used for everyone. We are not accommodated according to learning abilities.

Me: Thank you, thank you very much. Eh ... how is assessment carried out by the facilitators during the workshop?

Mba: Once again, its questions posed throughout the workshop, sometimes there's a summative way of assessing where you are expected to give a presentation or the lesson at the end of the workshop to find out if we've understood eh ... the material given.

Me: Ok, the next question can be tied to the previous one but if possible, you may expand on it, eh ... which assessment techniques do the facilitators use during the workshops?

Mba: Eh ... in terms of assessing what, the workshop itself or whether the educators have understood?

Me: Yes, whether the teachers are following what is being taught on the day, what kind of other assessment techniques are used to ensure that the facilitator is satisfied that the delegates have understood or they have not understood?

Mba: Though it's quite rare, in my experience of attending workshops, there has been an instance where eh ... we were requested to write some kind of eh ... test at the end of the workshop but that is quite rare. Mostly because of time constraints, educators are just requested to give a presentation or a lesson or sometimes we are requested to go and implement what has been taught in the workshops at school level then a follow-up is made eh ... again after some weeks or months eh ... to see if educators are able to implement what has been taught properly.

Me: Thank you. How are the different workshops you have attended evaluated ... either by ... the teachers or by the facilitators?

Mba: Ok, usually the facilitators hand out a form at the end of the workshop ... so that you then fill in the form to give some form of assessment (evaluation) as to how you have experienced the workshop. Eh ... in most workshops that I have attended, that is the common method that is used.

Me: Thank you. How do the facilitators ensure that the methods they use when facilitating the workshops are always relevant?

Mba: That is not something that I've paid attention to because it is internal, in other words, eh ... they carry out their own assessment in the background. The assessment that I am aware of is the frontline assessment where they would then visit each of the groups to check what challenges they come across and also perhaps to see if the group is ready for presentation and so on.

Me: Ok, maybe the question coined otherwise, eh ... how do the facilitators ensure that they keep abreast of eh ... the most recent eh ... methods or techniques of facilitating workshops, how do they ensure that they keep themselves up to speed with latest, current or relevant methods of facilitating workshops?

Mba: Ok, well, that again is internal but what I've seen eh ... most facilitators eh usually visit the government website where you find that there is material on what has been taught and the latest methods and they also refer us as educators to those websites, and then if there are reference books that are used in that particular field, we are also referred to that which I would think they also use the same material.

Me: Thanks; which professional development officials from the Department of Education have sat with you in the workshops you attended observing the facilitator?

Mba: According to my observation, we have had instances where you had the CIs (Subject Advisors) if the workshop is facilitated by a person who is, I would say, who is informed in a particular area of expertise where the Curriculum Implementer (Subject Advisor) perhaps is not so conversant then the CI will sit in that workshop and observe. In some instances they would invite a person perhaps from the Regional Office in that learning area who is in charge of that learning area to also sit in those workshops. If it's a workshop that touches on other aspects that involve the private sector, you would have a person from outside to observe also.

Me: Ok, maybe that would be answering the next question but let us try and see if it has been answered. Then my next question is which other professional development officials from outside the Department of Education observed the workshops you attended?

Mba: In my experience I have seen people from eh ... our well known universities like the University of South Africa, University of Johannesburg, people who have certain knowledge in certain areas of expertise who have come to facilitate these workshops or observe and be part of these workshops.

Me: Yes ... in this case the question is about ... these outside agents, sitting with you observing the facilitator of that workshop who happens to be a Departmental official eh ... facilitating the workshop and the person from outside. So these agents from the

universities, they also specialise in the very same areas as the workshop facilitators, so they sit with you as participants observing how the workshop unfolded?

Mba: No, they usually sit with the panel in front, the panel of facilitators and just be there as guests but they have not actively been taking part in these workshops in terms of observing the groups and so on, they are just there to say, they are either presenting or they are just as guests, invited as guests.

Me: Okay, ordinary guests not eh ... observing if ah ... the facilitator in charge is facilitating the workshop in the manner expected or the manner they know it to be facilitated.

Mba: No, I haven't seen that in any workshop that I have attended.

Me: Okay, the purpose being to quality assure the workshop facilitation?

Mba: No, what I have seen is that mostly the facilitators that are sent to the workshops are unattended, in other words, they are sent there as individuals with expertise and then single handedly deliver content on that particular area.

Me: Thank you very much. Do you have anything to ask me or comment on regarding the interview?

Mba: Eh ... not at the moment.

Me: Thank you again for your time; I'll contact you after transcribing the interview for you to check if what is written there is really what you have said during the interview. Enjoy your day.

Interview responses for Masi

Me: Good afternoon, Mr Masi ...

Masi: Good afternoon, Mr Mlombo, Sir.

Me: What a lovely day it is today! Thank you for agreeing to participate in this research; thank you also for honouring this appointment for the interview. Before we officially start with the interview, I would like to remind you of the fact that your participation in this study is voluntary, you may opt out of it any time you feel like doing so; your name will not be published in the report of this study. The interview will be audio-taped if you do not object. I am now switching on the audio-tape. Are you ready for the interview?

Masi: I'm more than ready, thank you.

Me: Good. (Question 10). How do the facilitators sustain rapport with you throughout the workshop session to create a positive environment?

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Masi: Well, in most instances, especially during the recent CAPS workshop that I attended, it was a lot of active participation, making sure that there is interaction between the facilitator and the attendees, people attending the workshops, so in other words there was a lot of active participation and that kept the rapport going throughout the session.

Me: Thank you very much. In your response I heard you saying that in the recent one, what about the other workshops before that one maybe from 2010, 11 ...up to this year ... how did those facilitators sustain rapport?

Masi: Yes, in the very same way because it's something that has been going on throughout the years since we embarked on such ... eh ... objects.

Me: Thank you very much, Sir. (Question 11). Mention the learning theories informing the methods used by the facilitators during the workshops, not theories that you know but the ones which they actually employed during the workshops.

Masi: Yes, mostly they encourage team work. In other words, we are grouped together, about 4 to 5 members of a group thereafter then you brainstorm on whatever topic is given to you and thereafter one of you will be requested to go and present whatever, in other words, each and every member of the group benefits by mere brainstorming irrespective of the fact that only one is going to present that particular lesson but at the end of the day all of us have contributed towards the success of that.

Me: So the group work method is pre-planned or is being necessitated by the activities on the ground coming from what happens to be taught; or the circumstances relating to what is being taught prompt the facilitator to use a particular method or the method is pre-planned even before the workshop itself?

Masi: Most of the lessons are pre-planned because even it's written in their workbooks that after such and such *an* activity then you are requested to form groups thereafter go on continue with whatever you are expected to do.

Me: Thank you, Sir. (Question 12). What can you comment on the venues used for the workshops.

Masi: Well, most of the venues are very conducive since they normally focus on, or they target the former Model C schools because at least such institutions have got very conducive infrastructures and facilities so, in most instances we feel more than welcomed in such situations.

Me: Thank you very much. (Question 13). How do the facilitators ensure that teachers who learn differently from others are also accommodated in the way the workshops are facilitated?

Masi: Eh ... these facilitators make sure that they balance their presentations in such a way that if they notice that one group does not benefit as equally as the other one, then they switch over to a ... some sort of a method that will be beneficial to the other group, so now at the end of the day every member of that when going out, must have benefited.

Me: Thank you very much. (Question 14). How is assessment carried out by the facilitators during the workshops?

Masi: Well, each one of us ... yes, by presenting ... individual ... individuals ... presenting lessons in front of the entire class.

Me: Thank you very much. (Question 15). We can say you have partially answered the next question but there may be more. Which assessment techniques do the facilitators use during the workshops, maybe to say other than presenting?

Masi: Eh ... mostly it's ... observation is one of them and then but mostly they rely on presentation because this is what is expected of us in the actual, real classroom situation.

Me: (Question 16). How are the different workshops you have attended eh ... evaluated by the facilitators?

Masi: In ... actually it's not the facilitators who are expected or who are normally expected to assess the attendees but it's vice versa because it is the people attending the workshops who are expected to or who are supposed to assess the facilitators using the 1 to 10 scale or the extremely well, moderate, etcetera type of eh ... an assessment.

Me: Thank you very much. (Question 17). How do the facilitators ensure that the methods they use when facilitating workshops are always relevant?

Masi: They go all out to get the latest information through the internet, through the latest literature on the subject etcetera but they are always kept abreast with eh ... information.

Me: Thank you. (Question 18). Which professional development officials from the Department of Education have observed the workshops you attended?

Masi: Eh ... mostly it is Curriculum Implementers in the subject or in the learning area; they are also the ones who are always present to ensure that the ... facilitator during that workshop is doing the correct thing.

Me: If it is the Curriculum Implementer who is facilitating the workshop, who else from within the field of the Curriculum Implementer sits and observes the one who is in charge of

facilitating the workshop or does that happen?

Masi: Whenever it happens it happens in the case of another Curriculum Implementer from another region coming to assist the one who is in charge of that particular session.

Me: Thank you very much. (Question 19). Which other professional development officials from outside the Department of Education sat in and observed the workshops that you attended?

Masi: Of late unfortunately we haven't as yet received any official from ... beyond eh ... the boundaries of the Education Department.

Me: Thank you. Do you have anything to ask me or comment about regarding the interview?

Masi: No, unfortunately I don't have anything.

Me: Thank you again for your time, I will contact you after transcribing the interview to check if what is written there is really what you said during the interview. Enjoy your day!

Masi: Thank you, the same with you.

Me: I'm now switching the off the audio-tape.

Interview responses for *Modi*

Me: Good afternoon, Mrs Modi

Modi: Good afternoon, Meneer (Sir)

Me: What a lovely day it is today! Thank you for agreeing to participate in this research ... thank you also for honouring this appointment for the interview. Before we officially start with the interview I would like to remind you of the fact that your participation in this study is voluntary; you may opt out of it any time you feel like doing so. Your name will not be published in the report of this study. The interview will be audio-taped if you do not object. I am now switching the audio-tape on; are you ready for the interview?

Modi: Yes, I am ready.

Me: Good. How do the facilitators sustain rapport with you throughout the workshop session to create a positive environment?

Modi: Eh ... firstly ... in the beginning they introduce themselves and then also they give a ... give us a ...chance to introduce ourselves to them then from there they ask us different questions about a ... the things that we are going to learn and also ... and also they give us different activities.

kk.

Me: Thank you, thank you. Mention the learning theories informing the methods used by the facilitators during the workshops.

Modi: The learning theories.

Me: What methods do they use during the facilitation?

Modi: Yes, firstly they use the question and answer method; they also use baseline assessment to find maybe about the previous knowledge that we know and then also they give us ja I think.

Me: Good, thank you. What can you comment on the venues used for the workshops?

Modi: So, normally eh ... we use schools. The workshops are taking place at different schools where we are using a ... big classes and then the learning space there is so big such that it allows us to do different activities such as the group discussions, we find it easier to discuss there and also things like a ... and also the role playing also it's easier for us to role play because the space for us there is big.

Me: Thank you very much. How do the facilitators ensure that teachers who learn differently from others are also accommodated in the way the workshops are facilitated?

Modi: Ok, just like at a class ... ja... just like in classes the facilitators there are using a ... different learning styles like they use a ... charts, they give us work sheets, also they use the group discussions for each and every one eh ... to take part, maybe to participate and also role playing there is taking place.

Me: Thank you very much. How is assessment carried out by the facilitators during the workshop?

Modi: Normally they teach us then from after each and every eh ... after each and every section they ask us different questions whether they to check ... whether do we understand about what was a ... done previously.

Me: Ok, so that answer means that assessment does take place ...; apart from the ones you have mentioned, which other assessment techniques do the facilitators use during the workshops?

Modi: They give us work sheets ... yes ... to ... with different questions so that they can ... we can be able to answer.

Me: Thank you, thank you. How are the different workshops you have attended evaluated by the facilitators?

Modi: Normally they give us evaluation forms ja ... after each and every workshop they give us evaluation forms so that we as teachers can evaluate them.

Me: Good. Thank you. How do the facilitators ensure that the methods they use when facilitating the workshops are always relevant?

Modi: Can you repeat the question?

Me: How do they keep abreast of the latest methods of facilitating workshops; how do they ensure that they are still relevant, that the methods they are using to facilitate the workshops are the most recent ones?

Modi: Eish! ... I don't understand this question.

Me: The question says ... some ... maybe ... take studies ... they study further, they keep abreast of the latest information ... whether they read ... books or they do research or they Google or they what ... but according to you the way they present, does it show that they are keeping up with the new methods of facilitating?

Modi: Yes I think so; I think they are keeping pace with the new a ... method of facilitating ... yes.

Me: Thank you. Which professional development officials from within the Department of Education have observed the workshops conducted or facilitated by the facilitator or facilitators in the workshops that you attended?

Modi: I think the Department officials will always be there to check whether the facilitators are doing the correct things to us as teachers.

Me: I think there is in terms of the workshops being conducted; if the facilitator from the Department is the one facilitating the workshop, do other facilitators of the same subject sit with you there observing the facilitator doing her job or his job?

Modi: Yes they normally do, they normally do that.

Me: Okay, now, which other professional development officials from outside the Department of Education also sit in with you in the workshops, observing the facilitator doing her job or his job?

Modi: I think people from the NGOs ... ja ... they normally come eh ... to these workshops to observe the facilitators when they are busy facilitating there.

Me: Thank you very much, Ma'm. Do you have anything to ask me or to comment on?

Modi: No.

Me: Thank you.

mm.

Interview responses for *Mabe*

Me: Good morning, Mrs Mabe.

Mabe: Good morning, Mr Mlombo.

Me: What a lovely day we have today! Thank you for agreeing to participate in this research, thank you also for honouring this appointment for the interview. Before we officially start with the interview I would like to remind you of the fact that your participation in this study is voluntary; you may opt out of it at any time you feel like doing so. Your name will not be published in the report of this study. The interview will be audio-taped if you do not object. I am now switching the audio-tape on; are you ready for the interview?

Mabe: Yes I'm ready.

Me: Good. How does the facilitator sustain rapport with you during the workshop sessions to create a positive learning environment?

Mabe: We start by introducing ourselves and they introduce themselves so that we can be able to communicate easier than during the course of the workshop we are divided into groups so that we can get ideas from each other then after that we swap again from the group that you are now used to, to go to the one which is new to you so that you can learn more.

Me: Thank you. Mention the learning theories informing the methods used by the facilitators during the workshops.

Mabe: Most of the time ... they are using the lecture method ... because whatever ... we learn there ... is not visual, we don't see the pictures but then there are other workshops that I attend ... those are the NGOs there ... they have the overhead projector. Whatever they are workshopping us about we could even see visually.

Me: Thank you very much. What can you comment on the venues used for the workshops?

Mabe: I think the venues are conducive to learning because whatever activities we are expected to do, we are able to do them.

Me: That is in terms of space and allowing the different activities to be performed.

Mabe: It's in terms of space, it's in terms of the activities that are expected to be performed, it's ... again ... in accordance with the environment in which we are supposed to be in. We are comfortable when we are on those eh ... venues.

Me: Thank you very much. How do the facilitators ensure that teachers who learn differently from others are also accommodated in the way the workshops are conducted?

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Mabe: I think they always try by all means to include all the methods so that everybody could be accommodated thus I said they divide us in groups so, when we are giving each other ideas, we give back the feedback to them and then they also allow us to ask questions. So, during the period of asking the questions it's where we also view our point on how we would like them to workshop us. So they try by all means to take what we are saying to them into consideration.

Me: Thank you. How is assessment carried out by the facilitators during the workshops?

Mabe: I think most of the time after we have done with the section, they ask one of the members in a group to go and present in front. That is how I should think they assess us whether we did well in whatever task they had given to us. But then, the feedback from them we do not get because all the groups are going to present and at the end of the day they don't give us their feedback.

Me: Thank you very much. Maybe that has answered the next question but I still want to hear from you. Which assessment techniques do the facilitators use during the workshops?

Mabe: I should think they use the one that they say we have to present after they have given us the task, that's the only one that they use.

Me: Okay, thank you. How are the different workshops you have attended evaluated by the facilitators?

Mabe: I think they get evaluated by the manner we are performing after we have attended the workshops so that it could assist them to develop themselves where they think they did not do well with us, because of the performance we are reflecting.

Me: Thank you. How do the facilitators ensure that the methods they use when facilitating the workshops ... are always relevant ... they ... they go with time ... they are reviewed now and then ... so that the facilitators are abreast of the latest facilitating methods?

Mabe: I think most of them are lifelong learners, they do research ... because whatever they are workshoping us in the next workshops are different from that they have taught us meaning that when we go for the next workshop, we gain something new.

Me: Thank you very much. Which professional development officials from the Department of Education have sat in with you in the workshops eh ... to observe the facilitator eh ... facilitating these workshops?

Mabe: I should think the officials are facilitating normally invite their colleagues who are above them to come and observe whether what they are doing is according to the norms and standard so that after the workshop they could be criticised or they could be eh ... given eh

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... merits on how they presented or how they facilitated that workshop. Meaning that, the reason for them to invite their colleagues who are in the same department is for them to ensure that whatever they are workshopping us about is according to the standards.

Me: So, that happens, that does happen?

Mabe: It doesn't normally happen because most of the time it's their colleagues who are assisting them facilitate the workshop. They don't normally sit and observe and after they give a report but most of the time we see them assisting.

Me: Thank you very much. Which other professional development officials from outside the department of education have sat in with you, participating in the workshop with the aim of observing the facilitator in action?

Mabe: According to my knowledge I never saw someone from outside the department coming to observe, most of the time it's us from the department.

Me: Thank you very much. Is there anything to ask me or comment on regarding the interview?

Mabe: I hope, I don't have anything to ask but I have something to see about this interview, I hope that these questions are going to assist us ... as the people who are in the lower level so that when we go to the workshops, there are things that are supposed to be changed. The methods that they are using can be changed also and the times that we are given can be changed because we are given shorter times for the workshops being expected to make the change where we are going back but the time that we are given is too limited.

Me: Thank you very much. Thank you again for your time; I will contact you after transcribing the interview for you to check if what is written there is really what you have said during the interview. Enjoy your day.

Mabe: Thank you, Mr Mlombo.

Me: I'm now switching off the audio-tape.

Interview responses for Tsha

Me: Good afternoon, Mr Tsha.

Tsha: Good afternoon, Mr Mlombo.

Me: What a lovely day it is today.

Tsha: No ... it is a bit chilly.

Me: Ja, it's winter here. Thank you for agreeing to participate in this research, thank you also for honouring this appointment for the interview. Before we officially start with the interview, I would like to remind you of the fact that your participation in this study is voluntary; you may opt out of it anytime you feel like doing so also, that your name will not be published in the report of this study. The interview will be audio-taped if you will not object to that. I am now switching the audio-tape on, are you ready for the interview?

Tsha: I am ready.

Me: Good. How do the facilitators sustain rapport with you throughout the workshop session to create a positive environment?

Tsha: Ah ... well, basically ... eh ... as educators we ... we, we ... first let me say... there is an introduction and then whenever there is an introduction it means eh ... we will start by knowing each other first and now as we ... the workshop continues ... some minor activities are given to us and then we keep on discussing these minor activities that keeps us together in the whole workshop.

Me: Thank you, Sir. Mention the learning theories informing the methods used by the facilitators during the workshops.

Tsha: Ah ... basically eh ... I can think of this cooperative learning theory because it is the OBE style kind of an approach. So ... we must ... actually the question of emphasising group work and helping one another in terms of doing this particular activity is the one that actually forms all the workshop sessions that are organised.

Me: Thank you very much. What can you comment on the venues used for the workshops?

Tsha: Ah well eh ... one can say there are some few challenges in so far as these venues are concerned because sometimes you ... you'll find that conditions, especially when it is winter eh ... you'll find that quite a lot of these places don't even have electricity now some of the items that needs presentations slides for example, we ... find it difficult to actually conduct or to maintain or to use such eh ... facilities.

Me: Thank you. How do the facilitators ensure that teachers who learn differently from others are accommodated in the way the workshops are facilitated?

Tsha: Ah ... let me just be honest, these workshops are not conducted to actually ... accommodate various teachers ... it ... is ... eh ... they are ... organised in a form of an information kind of ... it's a session eh ... that comes in an information form more than helping teachers to, to, to acquire information.

Me: Ok, thank you Sir. How is assessment carried out by the facilitators during the workshops, if it is carried out?

Tsha: Ah ... well ... assessment is eh ... is a ... yes ... we, we, we, actually do conduct some assessment but they come in the form of eh ... eh, let's say for an example if the, the workshop deals about lesson planning, we formulate a lesson, and then that's how the facilitators begin to try to check if do we understand what exactly are we there for.

Me: Or ... for example, he or she demonstrating how the lesson should be planned then expects you to do ... something to show that you are following?

Tsha: That's exactly what is happening that we, we, we, we ... the information is imparted to us and later we must eh ... demonstrate if we understood it through the practical session like that one of formulating a lesson plan.

Me: Thank you very much. So the next question may be tied to the first one because it relates to the assessment techniques the facilitators use during the workshops, so ... apart from the demonstration, what other assessment techniques do they use to test or to assess your grasp of whatever is being taught?

Tsha: Ja ... what can also ... before answering this question one can also highlight the fact that we are actually grappling with the current situation especially this CAPS from let me say the OBE as well the NCS as well as the CAPS ... so ... you'll find that even the facilitators too they are also struggling so far as how to actually eh ... approach this whole new eh ... system that we are using in this particular country. Now what happens is that ... through that little information that the facilitator might have brought in there, it is when we must use that information to ... as I indicated before ... we share together as the class to say ok here is the situation how ... let's take a question paper for an example, we can as a class share that particular information by, by, by developing a question paper in that particular session and then when we develop the question paper we share the information ... is the question a Higher Grade or a Lower Grade, that kind of an approach. That's how we, we, we test if we understand what is being offered on the day.

Me: And that is done by you as attendees, participants there in the workshop?

Tsha: Jointly, we, we, the facilitators and the attendees jointly share the information as we, I've indicated that we are still actually grappling now we, we take what we think is best on the day and make use of that from whoever might be having that information.

Me: Good. How are the different workshops you have attended evaluated?

Tsha: Eh ... let me say at this particular juncture, I don't think the system that we have does actually evaluate the workshops because you get to a workshop by a facilitator for an example an English or a History facilitator and then it is the very same facilitator who comes to school to check your work ... now I'm not sure if above the facilitator there's any other person, so let me say I don't think these workshops are being evaluated to, to, to, to check if they are effective or not.

Me: Okay, thank you. How do the facilitators ensure that the methods they use when facilitating the workshops are always relevant. How do they ah ... in other words, how do they, the facilitators measure their level of keeping abreast of the newest or latest methods of facilitating workshops?

Tsha: Eh ... let me say ... because of the system that is being changed now and then we actually find it difficult because sometimes you'll find a teacher being more knowledgeable than the facilitator. So I'm doubtful if these facilitators do keep themselves abreast because of these changes. So, it depends on who has got more access to information more than the facilitator or the attendee or teachers you see that's the problem.

Me: Thank you. Which professional development officials from the department of education have sat in with you in the workshops observing the facilitator facilitating the workshop?

Tsha: Ja eh ... I might not be knowing these officials because the possibility is there are ... but then like for example now during this particular CAPS training, I attended one workshop session the holiday session there was no person from the department who was there, actually checked if the facilitator is doing the right thing or not so, there was no observation.

Me: But maybe besides this specific workshop ... maybe from last year or 2010; in the workshops you attended, were there other facilitators who sat in with anyone presenting, observing if he or she was presenting according to their standards?

Tsha: Ja ... eh ... there's one person that I've seen doing that ... let me say probably that is a norm that facilitators must be observed. Yes ah ... there is a lady from the assessment section. She ... I've seen her actually in English quite a lot coming to observe, which means probably that is their norm that facilitators should be actually be observed so that a report can be written.

Me: Thank you. Which other professional development officials from now outside the department of education have sat in with you in the workshops observing how the facilitator carried out his or her work?

Tsha: Eh ... there's none, actually I ... am also learning from what this particular question ... eh ... it's I honestly let me say it's ... I never heard of any of the departmental officials other than eh ... the ... those that I've mentioned above.

Me: Thank you, Sir. Do you have anything to ask me or comment on regarding the interview, if any?

Tsha: Ah ... up to now let me say I'm satisfied and I don't have a question but hanks I'm learning from these questions which you are asking.

Me: Thank you again for your time I will contact you after transcribing the interview for you to check if what is written there is really what you've said during the interview. Enjoy your day.

Tsha: I thank you, Meneer (Sir).

Me: I'm now switching off the audio-tape.

