Principals' instructional leadership perspectives on teacher professional development in township schools

by

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Submitted in partial fulfilment of the requirements for the degree

MAGISTER EDUCATIONIS: EDUCATION MANAGEMENT LAW AND POLICY

in the

Faculty of Education

at the

UNIVERSITY OF PRETORIA

Supervisor: Prof RN Marishane

OCTOBER 2021

DECLARATION

I declare that the dissertation, which I hereby submit for the degree Magister Educationis in Education Management Law and Policy at the University of Pretoria, is my own work and has not previously been submitted by me for a degree at this or any other tertiary institution. All citations are duly referenced.

_____   _____

Lebotha Isaac Kgobe   Date

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DEGREE AND PROJECT	MEd	
	Principals' instructional leadership perspectives on teacher professional development in township schools	
INVESTIGATOR	Mr Lebotha Isaac Kgobe	
DEPARTMENT	Education Management and Policy Studies	
APPROVAL TO COMMENCE STUDY	31 October 2019	
DATE OF CLEARANCE CERTIFICATE	25 October 2021	

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Titled: Principals' instructional leadership perspective on teacher professional development in township schools

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MAGISTER EDUCATIONIS: EDUCATION MANAGEMENT LAW AND POLICY
At the Faculty of Education of the UNIVERSITY OF PRETORIA

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Abstract

Although several studies have examined the instructional leadership role of principals in schools, there is a considerable lack of literature on how secondary school principals can sustain continuous professional teacher development in schools. This gap throws a spotlight on the instructional leadership role of principals in professional teacher development, specifically in township schools. The instructional leadership role of school principals is crucial to sustaining continuous professional teacher development. The sustainment of professional teacher development enhances successful learner achievement in schools. The study aims to examine the instructional leadership role of principals in professional teacher development in township schools. Qualitative research was used, and data were collected through a case study design. A sample of 20 participants from public secondary township schools in the Tshwane South district was collected using purposive sampling. Data were collected using individual interviews. The conceptual framework for this study is underpinned by a model of Zepeda (2014), which defines the type of work needed to connect school principals who seek to promote quality teaching and learning. Data were then grouped into themes using thematic analysis in line with the research questions. The study has found that the involvement of secondary school principals in sustaining continuous professional teacher development in township schools is limited. This limitation affects performance and contributes to lower learner achievement in these schools. The study findings revealed that although township school principals practice as instructional leaders, encouragement, and support of teachers' involvement in professional development are limited. Therefore, the study suggests that school principals in township schools prioritise support and encouragement of teachers to participate in organised, professional development opportunities continuously. The endeavour will greatly benefit instructional leadership and management in South Africa's changing education context. The study recommends that principals promote, develop, organise, produce, and maintain a high level of teacher participation in professional development programmes. This recommendation is critical for the school management to improve the quality of teaching and learning in this context.

Keywords: instructional leadership, learner achievement, management, professional teacher development, quality teaching and learning

ACKNOWLEDGEMENTS

I want to acknowledge the following people because, without them, I would not have been able to complete this dissertation:

- Firstly, I thank God the Father, Son and Holy Spirit for giving me the strength to complete this research from the beginning to the end.

- Professor Ramodikoe Nylon Marishane, my supervisor, for the continuous support and guidance he provided me, especially in some instances where I wanted to give up at the most challenging time of my life. He was there for me until the last moment of the study. I am deeply grateful for the academic growth through his leadership.

- Dr Setswe Sophy Motsodisa, my colleague and mentor, thank you for all the support you gave me and for having faith in me.

- My loving mother, Mokgaetsi Margaret Kgobe, for her constant support, love, care, and motivation. Thank you for having faith in me and continuously encouraging me through your motherly love, even when I wanted to lose hope.

- Principals, deputy principals, departmental heads, and teachers who participated in this study. Your contribution and the information you shared in this study made it a huge success.

- Teacher Development officials in the Tshwane North District: Thank you for your support and input.

DEDICATION

I dedicate my work to God Almighty, who, against all odds, made it possible for me to complete this dissertation. Even though I walk through the valley of the shadow of death, I fear no evil, for you are always with me. Surely goodness, mercy, and the love of God will follow me all the days of my life, and I will rest in the house of the Lord forever and ever.

AMEN.

ABBREVIATIONS AND ACRONYMS

CPTD	Continuing Professional Teacher Development
DBE	Department of Basic Education
DDD	Data-Driven Districts
DIP	District Improvement Plan
DoE	Department of Education
GDE	Gauteng Department of Education
HO	Head Office
IQMS	Integrated Quality Management System
ISPFTED	Integrated Strategic Planning Framework for Teacher Education and Development in South Africa
NEPA	National Education Policy Act
NSE	Norms and Standards for Educators
PAM	Personnel Administrative Measures
PD	Professional Development
PGP	Personal Growth Plan
PLC	Professional Learning Community
PMDS	Performance Management and Development System
QMS	Quality Management System
SACE	South African Council for Educators
SIP	School Improvement Plan
TD	Teacher Development
WSE	Whole School Evaluation
WSI	Whole School Improvement

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CHAPTER 1

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 INTRODUCTION AND BACKGROUND

It is globally accepted that education forms an integral part of the socio-economic development of any country. Day, Gu, & Sammons (2016) argue that educational policymakers work through various school reforms to raise learner achievement standards. The argument shows how important education is in bringing change and stability to a country. As one of the developing countries, South Africa views this perspective with great concern and is eager to develop strategies to sustain this view (Naicker, Grant, & Pillay, 2016). The education system in South Africa operates by entrusting the school principals to make sure that learning and teaching effectively occur in schools (Bush, Kiggundu, & Moorosi, 2011). A generally accepted view is that the school principals must facilitate meaningful and effective learning and teaching by providing teachers with continuous professional teacher development (Patton, Parker, & Tannehill, 2015). When teachers are professionally developed, learners will likely achieve successfully (Patton et al., 2015). Teachers are likely to teach learners effectively when school principals provide support, opportunities, and professional development resources. In the process, there may be a win-win situation when the teachers are professionally developed, motivated, and successful learner achievement is likely to be achieved.

It is often questioned whether it will help the school principals in township schools to support teachers by encouraging them to participate in the current developmental opportunities. Leo (2015) argues that school principals need always to manage educational provisioning in their schools. Patton et al. (2015) support this idea by saying that teacher professional development in schools seeks to equip teachers with skills to teach learners effectively. School principals' support and professional development training attendance equip teachers with skills to present various subject content to learners. Personal observation reveals that principals in township schools are not so encouraging or supportive of participation in professional development existing programmes of teachers.

One of the primary duties of the principal is to enhance quality education in their schools. Principals' duties and responsibilities are outlined in the Personnel Administrative Measures (PAM), published in terms of the Employment of Educators Act. 76 of 1996 (Department of Education, 1996). The PAM was last amended in 2016. The Department of Basic Education 1996 in the National Education Policy Act 27 of 1996 developed the Norms and Standards for Educators, published in 2000 to regulate the implementation of principals' roles and responsibilities. It is stipulated in the Norms and Standards for Educators of 200 (Department of Education, 2000) that the foundational competency of a school leader is to assess and understand various approaches to the organisation. It promotes integrated teaching strategies and team teaching through professional teacher development programmes. Leithwood, Harris, & Hopkins (2008) argue that principals do not directly influence school outcomes and successful learner achievement. However, they are expected to support the teachers, as teachers are the intervening variable between school leadership and learner achievement.

Leading a school comes with accountability to stakeholders for successful learner achievement, sustained school outcomes and continuous professional teacher development. Mestry and Singh (2007) highlight the importance of the school principals who focus on professional teacher development and support their teachers. Understandably, the principal who focuses on learning and teaching is likely to support teachers and encourage their participation in professional training programmes. According to Day et al. (2016), leadership strategies designed by school principals produce a successful and sustained improvement in school outcomes and learner achievement. Some studies have compared instructional leadership effects versus other leadership strategies on learner achievement. For example, Shatzer, Caldarella, Hallam, and Brown (2014) indicate that instructional leadership focuses mainly on enhancing academic learner achievement. Day et al. (2016) supports the view that instructional leadership emphasises improving classroom teaching and learning quality. The context is also under massive scrutiny in South Africa, particularly in some township schools with low learner achievement (School Subject Performance Report for National Senior Certificate: Department of Basic Education, 2018)

1.2 RESEARCH PROBLEM

Researchers (Day et al., 2016; Darling-Hammond, Heyler & Gardner, 2017; Shatzer et al., 2014) state that principals' practices on instructional leadership provide quality learning and teaching. The principal's most important responsibility as an instructional leader is to promote measurable learner achievement, enhancing quality learning and teaching (Day et al., 2016). Darling-Hammond, Heyler, & Gardner (2017) explain how staff development impacts improvements and learner achievement through teacher practices. Despite the findings in research about good practices expected from principals as instructional leaders, some of them, particularly in townships, are not supportive of their teachers' participation in professional development opportunities. A gap in the quality of learning and teaching is evident in their reports of low school outcomes and low learner achievement.

Principals must apply a leadership strategy to address learner achievement challenges and support teachers' professional development programmes. The principal who supports teachers' professional skills and focuses on learner achievement are instructional leaders. According to Leithwood & Mascall (2008), the principal must create a conducive environment for teachers by capacitating them and directing their focus to learning and teaching. When teachers are capacitated and ready to deliver, the core duties of learning and teaching will be attained (Stronge, 2018). When teachers are consistently developed professionally, the expected outcomes of successful learner achievement are likely to be achieved.

Several researchers have stressed the need for school principals to promote quality learning and teaching, sustain learner achievement and support continuous professional teacher development (Day et al., 2016; Leo, 2015; Leithwood & Mascall, 2008). Principals must focus on learning and teaching and provide support while encouraging teachers to participate in professional development opportunities to commit to this view. Nir & Hameiri (2014) support the view that principals have a tremendous indirect influence on learner achievement, but their responsibility is to

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increase their school productivity. When principals support teachers and identify teachers' developmental needs, it is argued that quality education in schools will be assured (Wenner & Campbell, 2017), and learner achievement may be sustained.

It is indisputable that the success of a school lies with the school leaders (Bush et al., 2011). Considering that teachers directly influence learners (Leithwood & Jantzi, 2008), principals must be prepared to make a significant difference by developing management plans and identifying the skills needed to successfully address challenges some township schools face with low learner achievement. Although the leadership practice of other principals is not satisfactory, they should still encourage participation in the professional development of teachers. When principals provide high-quality leadership, significant differences in teacher professional development and learner achievement will be evident. Orphanos & Orr (2014) argue that principals can influence positive learning among teachers and enhance their willingness to be continuously developed. Professionally developed teachers meet the demand and expectations of 21st-century schools (Kemp-Graham, 2015) with necessary teaching skills where principal-teacher-learner relationship (Orphanos & Orr, 2014) become sustainable. Bush et al. (2011) reiterate the significance of the principal's leadership in ensuring that teachers in schools strive to meet the demands and expectations of 21st-century education. Thus, the relationship between the principal who practises instructional leadership, teachers and learners positively influence professional teacher development and learner achievement.

1.3 STATEMENT OF PURPOSE

This study aims to examine the instructional leadership perspectives of principals on professional teacher development with reference to township schools. This purpose emanates from the assumption that principals are likely to improve learning outcomes if teachers are supported in professional development, even when working in such challenging contexts as those seen in townships.

1.4 RATIONALE FOR THE STUDY

The interest to embark on this study arises from the researcher's observation as a teacher development official in Tshwane North District of Gauteng Province that most school principals are not supportive of their teachers in matters relating to professional development. The main objective for all teachers is improving quality teaching and learning and ensuring that education provision is of quality. Collective Agreement Number 8 of 2003: Integrated Quality Management System (IQMS) (Department of Basic Education, 2003) emphasise that successful school outcomes and learner achievement depend upon empowering, motivating and continuously developing teachers. Using IQMS processes, principals should monitor and support teachers in their schools. It is clarified in performance standard number 5 of IQMS across the four criteria that teachers' engagement in job training programmes is essential. The IQMS document further reveals what is anticipated from managers in the school and the principal in performance standard number 9 criteria – b, which focuses on staff development.

During the identification and registration of teachers to attend professional development training in the Tshwane North District of Gauteng Province, the researcher realised that many principals do not support teachers. This lack of support contrasts with the research stating that school successful learner achievement and continuous professional teacher development lie with school leaders (Day et al., 2016; Leo, 2015; Nir & Hameiri, 2014). The limited participation of teachers in training programmes is due to a lack of support by principals, which is likely to lead to poor learner achievement in some township schools in the Tshwane North District. Studies (for example, Day et al., 2016) show that although appointed principals are professionally qualified to lead their schools, few can practise as instructional leaders. This weakness is manifested by the poor academic achievement of learners, which casts doubts on how teachers work. How principals support, supervise, and motivate teachers, how teachers work is influenced by how principals support, supervise, and motivate teachers.

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The Department of Basic Education (DBE) held a Teacher Development (TD) summit in 2009. It adopted an *Integrated Strategic Planning Framework for Teacher Education and Development in South Africa* (ISPFTED) as an operational policy document for the TD unit. Addressing teachers' developmental needs, according to ISPFTED, is critical for enhancing the quality of education in the country. One primary operational purpose for the TD unit is to provide positive reinforcement and engagement of teachers to participate in continuous skills training programmes. TD unit is in a strategic position of carrying out an operational mandate between DBE, the school principals, and teachers. At the bargaining chamber, a schedule of agreed developmental training projects, workshops, meetings, and seminars between the Gauteng Department of Education (GDE) and Teacher Unions is drafted and distributed across all schools. Principals are expected to mediate and advocate for teachers' schedules in their schools. The developmental needs of teachers are addressed through a range of mechanisms. For example, teachers are expected to form professional learning communities known as PLCs. During such self-assessed, facilitated, and supported expertise sharing meetings, teachers enrich themselves with new knowledge and skills to approach curriculum content during their practice teaching. PLCs support teachers, the school management team, the principal, and subject advisors to ensure quality teaching and learning collectively. As a way of motivation for continued job development by teachers, gaining professional development (PD) points is introduced in line with the South African Council for Educators (SACE). According to Continuous Professional Teacher Development (CPTD), educators are awarded points for every continued professional development they attend. Extensive examples from the literature (Heystek, 2015; Mestry, 2016; Bush et al., 2011) show that principals of ordinary public schools in South Africa need assistance in leading their schools. The studies conducted on instructional leadership practices by newly appointed principals in disadvantaged township schools were few, and the intended outcome for improved teaching and learning became inadequate.

1.5 RESEARCH QUESTIONS

1.5.1 Main research question

The main research question for this study is: What are principals' instructional leadership perspectives on professional teacher development in township schools?

1.5.2 Secondary research questions

Emanating from the main research question are the following secondary research questions:

1.5.2.1 What instructional leadership actions are essential for secondary school principals to develop teachers professionally?

1.5.2.2 What challenges do principals as instructional leaders experience in professional teacher development?

1.5.2.3 How do principals as instructional leaders address the challenges, they experience in professional teacher development?

1.5.2.4 Which professional teacher development strategies can principals as instructional leaders apply to refine teacher job training in their schools?

1.6 LITERATURE REVIEW

A large body of research such as Conway and Andrews (2016), Day et al. (2016), Shatzer et al. (2014) and many more have been published on principals and their leadership styles and further outlines the role to be played by principals. In South Africa, the PAM document captures the role (Joubert, 2016) on principals' expectations. Budohi (2014) argues that it is the principal's responsibility to promote quality education in the school. When the principal is committed to leadership, teachers guarantee all learners' access to quality education. This study examines school principals' perspectives on professional teacher development achievement in the township as instructional leaders. We learn from research (Zepeda, 2014) that the

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work of the headmaster is multifaceted, demanding and filled with uncertainties. Amongst all responsibilities with which principals are tasked, one of the essential responsibilities is to promote continuous learning and development of teachers. Researchers (Day et al., 2016; Shatzer et al., 2014; Zepeda, 2014) assert that a general understanding is that an instructional leader focuses on quality education for improved learner achievement. The principal who provides support and ensures that professional teacher development takes preference may realise successful learner achievement in their schools. Patton et al. (2015) define professional development as helping teachers help themselves, effectively helping learners, and subsequently complying with their job requirements. Darling-Hammond et al. (2017) argue that changes in teacher practices result from a well-structured occupational advancement, and such changes foster improvements in learner achievement. Bowers (2017) reflects on the impact of peer coaching, relationships amongst teachers and collaborative teaching through professional learning communities (PLCs). Principals need to encourage and support the sharing of good practices amongst teachers attending professional development programmes and PLCs. A further elaborative discussion and literature review on the focus of this study is presented in Chapter 2.

1.7 CONCEPTUAL FRAMEWORK

This study examines how school managers practice as instructional leaders to develop teachers professionally and work effectively in township schools. Considering this purpose, the researcher decided to use a conceptual framework for the study. This study's conceptual framework is underpinned by a model of Zepeda (2014) in *The principal as an instructional leader*. The model defines the types of work needed to connect to the school headmaster as an instructional leader who seeks to promote quality education provisioning in their school. This model is discussed in Chapter 2.

1.8 RESEARCH METHODOLOGY AND DESIGN

1.8.1 Methodology

This study will follow qualitative research methodology since the study focuses on examining how principals as instructional leaders sustain professional teacher

development in township schools. Qualitative research methodology is defined as research in which descriptive data is collected to understand a real-life situation (Nieuwenhuis, 2016). Briggs, Coleman, and Morrison (2012) state that qualitative research focuses on learning, change, and professional education and training processes. In this study, qualitative research methodology was followed to examine how principals can sustain teacher professional development in their schools' learning and teaching processes as instructional leaders.

1.8.2 Research Design

This study examines how principals as instructional leaders sustain professional teacher development in township schools. The study followed a case study design. A case study is a systematic inquiry aimed to explain and describe the focus of the study (Nieuwenhuis, 2016). In this study, a systematic investigation into instructional leadership for professional teacher development is a phenomenon of interest.

1.8.3 Data Collection Strategy and Plan

The study applied a semi-structured interview strategy for data collection. The strategy was adopted to enhance the researcher's understanding of the research problem. In this study, the researcher worked with participants to understand how instructional leadership is practiced in schools. Contreras (2016) raises issues of exploring perceptions and opinions of research participants and warns that sometimes sensitive matters are discussed. These matters are likely to tempt the researcher to express his emotions during data collection. When this happens, the study may be compromised. However, since the study focused on developing teachers professionally and expected school headteachers to support their teachers, this researcher guarded against expressing his own emotions.

1.8.4 Sampling

It is impossible to use the whole population in a study due to time and cost restrictions (Maree, 2010). It is, therefore, reasonable to use sampling to draw a sample that can

preserve the quality of the study findings to represent the whole population of township schools in the targeted district. Since the study aimed to examine how principals as instructional leaders sustain professional teacher development in township schools, a purposive sampling strategy was applied to select participants. Purposive sampling, also referred to as judgement sampling (Etikan, Musa, & Alkassim, 2016), was chosen for the study. The study participants comprised school principals and teachers in the four selected township secondary schools in Gauteng Province at Tshwane South District. The sampling procedure is further explained in Chapter 3.

1.8.5 Data Analysis Procedures

Thematic analysis, by definition, is a strategy applied in identifying, analysing, and reporting patterns within the collected data (Vaismoradi, Turunen, & Bondas, 2013). The researcher used thematic analysis to analyse data collected through interviews. Different questions were prepared for all participants selected through purposive sampling. To gather data, the researcher used an interview schedule. Data analysing procedures were followed, focusing on the earmarked data to be collected. The objectives were to assess leadership status in township schools in Gauteng Province, understand the routine operation of instructional leadership in professional teacher development, and develop interpretation based on belief, attitude, and opinion on the phenomenon. The responses would provide explanation and interpretation of the extent to which school leadership impact school outcomes, professional teacher development and learner achievement.

Responses were recorded electronically as the interviews progressed. The electronically recorded data was transcribed word for word without summarising to include only the relevant or interesting responses in the analysis process (Briggs et al., 2012). Failure of the part of the researcher would constitute bias. Records of interviews were subsequently to be submitted to the university for safekeeping. To present a good and informed data analysis, it is often necessary to play the audiotape recordings repeatedly for a proper understanding of the responses. The understanding and interpretation of leadership dynamics in township secondary schools will be presented.

1.9 LIMITATIONS

The research was conducted in only four schools in the Tshwane South District out of 15 districts of Gauteng Province. The findings, therefore, may not be relevant to township schools in other communities and provinces. The study covered only 20 participants across Gauteng province, limiting any claim of the study's representativity. Furthermore, the findings of this study would not be generalised. The number of sites used to conduct the study is usually deficient, which often comes as a limitation to choosing a case study design (Briggs, Coleman, & Morrison, 2012). Before conducting the study, the researcher visited the selected schools to manage this shortcoming. These visits aimed to advocate the advantages of participation and enhance a successful data collection process.

1.10 ETHICAL CONSIDERATIONS

Individual letters requesting permission to undertake this study were written and forwarded to Tshwane North district, Gauteng Department of Education, and each selected township school. The selected participants in this study: teachers, departmental heads, and principals, were asked for permission to participate. The University of Pretoria's Ethical Committee was presented with an application letter for ethical clearance. The identities of the participants and that of their schools were protected throughout the study.

In this study, participation was voluntary, and withdrawal from research participation by interviewees was clearly explained for all participants. Participants were not promised any reward for their involvement in this study. The names of participants were not mentioned to guarantee confidentiality and anonymity. Stage names or codes were used for analysis purposes.

1.11 CREDIBILITY AND TRUSTWORTHINESS

Credibility is a perceived quality shown by leaders or the expected quality of shared information over a concept (Kang, Höllerer & O'Donovan, 2015). Instructional

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leadership focuses on quality education. Therefore, headteachers leading education provisioning in their schools were perceived as providing credible information required in this study. Furthermore, the information shared by school managers was expected to be relevant and of quality. To ensure credibility, information on professional development programmes and learner achievement was shared with participants, and follow-up interview sessions were scheduled where necessary. The idea was to maintain the believability of leaders (Holmes & Parker, 2017).

Since this study sought to understand a particular phenomenon, it was essential to ensure that the information provided was credible and trustworthy. Trustworthiness is one of the multiple dimensions of credibility, including competence and expertise (Kang et al., 2015). Connelly (2016) defines the trustworthiness of a study as referring to the level at which data confidence, interpretation and method are used to guarantee the quality of a study. Notes are transcribed in detail as they emerge from the interviews to ensure the trustworthiness of this study. This transcription would provide the level of corroboration of the results. Clear objectives of the extent to which the findings and recommendations were helpful to the participating schools were outlined.

1.12 SUMMARY

Education is regarded as a vehicle to curb any country's socio-economic issues. It is, therefore, necessary for countries to primarily focus on enhancing quality education provisioning. In the South African education system, one of the critical strategies for sustaining quality teaching and learning is to embark on CPTD (Department of Basic Education, 2003). In all public schools, teachers' participation in career growth programmes improves, sustains, and ensures quality education.

This study examines the school managers' perspective as instructional leaders in sustaining professional teacher development in township schools. Facilities and resources are to be procured by the DBE to support quality education. To support the idea, policymakers in South Africa adopted the Integrated Strategy Planning Framework for Teacher Development (ISPFTED) to be the operating policy document for professional teacher development. The ISPFTED policy document addresses teachers' developmental needs and improves the quality of education in schools.

The rationale for this research emanated from the researcher's position as a teacher development official in Gauteng Provinces' Tshwane North District. Collective agreement number 8 of 2003 (Department of Basic Education, 2003) emphasises quality education wherein principals should support and encourage teachers to participate in career progression programmes.

The study followed a qualitative research methodology, and participants were sampled using purposive sampling. The same set of semi-structured interview questions was used in the sampled schools to collect in-depth data from participants. The interviews were audiotape recorded, and field notes were taken to probe participants. The strategy employed to analyse the collected data was thematic analysis. Ethical considerations were adhered to throughout the investigation. The results of this study will be of great benefit to curriculum leadership and management in South Africa's dynamic education context.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter focused on the introduction and background to this study. In this chapter, the researcher reviews the literature focusing on how a school principal as an instructional leader can sustain professional teacher development in township schools. The headmaster's leadership style is viewed as one of the actions that can sustain learner achievement. Shatzer et al. (2014) indicate that a general understanding of instructional leaders focuses on quality teaching and learning for improved learner achievement. To attain and sustain quality teaching and learning, principals should encourage and support the participation of teachers in occupational training programmes. In South Africa, various skills development programmes are initiated, and a literature review on teachers' career advancement is outlined in this chapter.

The chapter reviews the literature in a global context focusing on school leadership, professional teacher development, and learner achievement. The conceptual framework that underpins the study is examined and how leadership relates to staff development and learner achievement in township schools of South Africa. Other issues dealt with include challenges relating to teachers' career advancement and the strategies applied in maximising teachers' professional growth in township schools. A summary regarding sustaining professional teacher development and learner achievement in township schools is outlined at the end of the chapter.

2.2 CONCEPTUAL FRAMEWORK

This study is underpinned by a conceptual framework enshrined in *The principal as an instructional leader* (Zepeda, 2014)*.* The framework defines the types of work needed for the principal to promote quality education. This study focuses on how principals can sustain professional teacher development and work effectively in promoting quality education in township schools. Following the work of Zepeda (2014), principals

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as instructional leaders are expected to explore and present opportunities for teachers to participate in job training programmes.

Principals provide direction on the types of work teachers embark on and link their leadership role to quality education in their school.
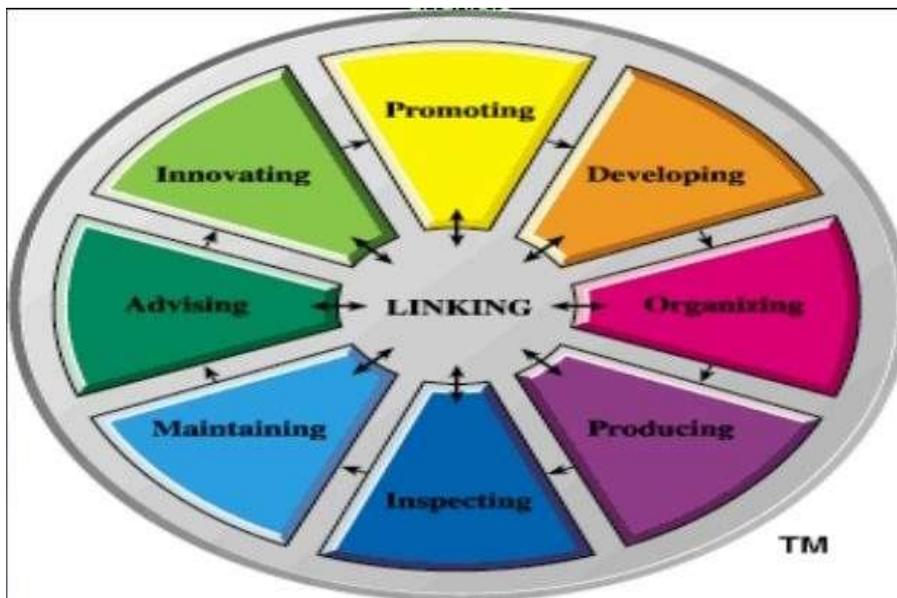
Figure 1.1. The Concepts: Types of work - Adapted from Zepeda (2014).

Instructional leaders who focus on linking the types of work for teachers promote quality classroom tuition presentations in their schools. The aspects of the promotion of quality education come with a responsibility for the principal to support teachers. The principal who leads and provides support ensures that teachers develop themselves by attending professional development programmes. When teachers participate in professional development programmes, they maintain, uphold and safeguard standards of teaching and learning. Teachers who participate in continuous professional development programmes become innovative and productive in realising successful learner achievement in their schools (Zepeda, 2014).

Table 1: Defining Work

Work	Definition	Link to this study
Linking	Coordinating and integrating the work of others.	The school principal provides cohesion and build instructional programmes that link professional development and learner achievement.
Promoting	Exploring and presenting opportunities.	School leaders determine teachers' needs and arrange for professional development.
Developing	Assessing and testing the applicability of new skills.	Principals support teachers by encouraging attendance to continuing teacher training programmes.
Organising	Establishing and implementing means and ways for things to work.	The principal should recommend the teachers to attend skills development programmes.
Producing	Concluding and delivering outputs.	The school may realise successful learner achievement when teachers attend professional development programmes.
Inspecting/ Monitoring	Controlling and auditing the work of systems.	Reflections and reports of changes brought about by professional, supportive conversations.
Maintaining	Upholding and safeguarding standards and processes.	School principals should support teachers to sustain successful learner achievement and continuous professional teacher development.
Advising	Collecting and reporting on the information.	The school principal should promote a climate of instructional excellence by supporting teachers.
Innovating	Creating and experimenting with new ideas and strategies.	Supervising instruction, evaluating teaching, and establishing professional, supportive conversations with teachers may encourage creativity.

Source: Adapted from Zepeda (2014)

As an instructional leader, the school manager should prioritise the transformation of quality education in the school and provide connectivity and cohesion to all stakeholders (Zepeda, 2014). The success of education provisioning transformation depends on continuing training of teachers and participation in professional learning communities. The principal can support collaboration among teachers and engage in occupational training opportunities (Darling-Hammond et al., 2017). The principal

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engages all stakeholders and provides direction on the type of work needed to be carried out to maintain quality teaching and learning. The kind of work teachers embark on is led by the principal. The principal provides a link in a leadership role to enhance sound quality education in their school.

Although the headmaster is not directly connected to learners (Leithwood et al., 2008), a strong correlation exists between leadership and quality education provisioning. Some of the processes for instructional leaders to emphasise are planning the curriculum, establishing educational goals, and evaluating the teachers' teaching methodologies. An instructional leader who focuses on linking the type of work (Zepeda, 2014) promotes quality education provisioning. Promoting good quality education is embedded in the principal's responsibility to support teachers in professional development endeavours. Leo (2015) argues that principals who lead in the present and are close to teaching provide support and ensure that teachers continuously develop themselves by attending professional development programmes.

It is vital for the effective practice of instructional leadership that principals identify socio-economic conditions prevailing within their communities and the geographical area of their schools and provide support to teachers. The instructional leader principal puts together the type of work for teachers like organising, monitoring, and advising for sustained professional teacher development and positive learner achievement. The prerogative to promote, lead, organise, coordinate, and monitor quality education provisioning rests with the principal as the accounting officer to the education department for quality teaching and learning. Creating a favourable climate for instructional excellence and establishing supportive conversations amongst teachers is imperative. Following this discussion and deductions from the table, instructional leaders are believed to be holding the key to enhancing learner achievement and promoting professional teacher development in their schools.

2.3 INSTRUCTIONAL LEADERSHIP AS A LEADERSHIP CONSTRUCT

Instructional leadership involves managing instructional programmes with the principal deeply involved in providing quality teaching and learning (Hallinger, Heck, & Murphy,

2014). The principal should constantly supervise classroom instruction, manage professional teacher development, and consistently monitor learner achievement. Discussions are outlined on the following sub-topics: the principal's instructional leadership, why instructional leadership matters, and factors affecting quality teaching and learning.

2.3.1 The instructional leadership of the school headmaster

Zepeda (2014) asserts that principals are faced with multiple tasks linked to leading and monitoring tuition in the classroom. The work of principal instructional leaders is multifaceted, hectic, and filled with uncertainties. Among the responsibilities principals are tasked with, one of the essential responsibilities is to promote teachers' continuous learning and skills development. Teachers' development will promote successful learner achievement and sustained school outcomes based on their teaching needs. Very few people would disagree that principals are constantly under ongoing pressure for accountability. Nonetheless, their primary duty is to provide good quality education in schools.

Principals are responsible for leading and giving guidance in the schools. As instructional leaders, principals' facilitation of quality teaching and learning processes is paramount. Leo (2015) indicates that the principal must always be available and closely monitor teaching and learning. To support this argument, Zepeda (2014) emphasises that principals need to lead in the present since school systems will always look to the principal for direction and guidance to make teaching and learning a priority. Principals need to sustain professional development for themselves and their teachers.

In practice, any school principal is faced with many responsibilities. These responsibilities range from dealing with aggrieved parents and learner discipline, reporting to the district and Head Office by complying with the District Data-Driven programme (DDD), and tracking teaching and learning to identify developmental needs for teachers. The list is endless. Given that the principal cannot manage all these tasks alone, many principals have the assistance of deputy principals, departmental heads, master teachers, and grade heads to help ensure that the school

runs smoothly. Regardless of all the assisting personnel, the final responsibility for successful learner achievement and sustained school outcomes rest on the principal's shoulder (Rigby, 2014).

2.3.2 Why instructional leadership matters

To optimise the effective leadership strategy for practising principals and those who aspire to become principals, leading by instruction is worth the effort, particularly for improvement and quality teaching and learning (Rossow & Warner, 2000). The question still stands, what is instructional leadership? Researchers (Day et al., 2016; Shatzer et al., 2014; Zepeda, 2014) provide a general understanding that an instructional leader focuses on good quality education to improve learner performance and school outcomes. Zepeda (2014) argues that deriving the meaning of instructional leadership is indefinable. This argument suggests that the definition of *instructional leadership* is complex. Several studies (Day et al., 2016; Leo, 2015; Shatzer et al., 2014; Zepeda, 2014) suggest that the principal who focuses on instructional leadership has a solid and prime responsibility for promoting successful learner achievement. Therefore, leaders and managers must emphasise the importance of quality education provisioning in their schools. Leithwood (2016) asserts that most teachers do not support instructional leadership, especially when delegated to "middle managers" and deputy principals and departmental heads. The principal is expected to delegate some managerial obligations to the "middle managers" with accountability. Day et al. (2016) argue that enhancing quality classroom teaching and learning lies with an instructional leader who emphasises essential educational goals.

2.3.3 Factors affecting quality teaching and learning

Good quality education in schools is complex and involves a broad spectrum of factors. To master positive and quality teaching and learning, school leadership, must be conversant with a variety of these factors. Seobi (2015) has found that leadership support for quality tuition in the classroom is one factor that could intensify quality education in schools. Department of Basic Education (2009) provides IQMS as the policy used to evaluate and appraise teachers' presentation of quality lessons in the

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classroom. In the quest for leadership support, principals, through IQMS implementation, identify teachers' developmental needs. The IQMS policy document outlines the performance standards used for teachers' professional development. These performance standards include *lesson planning and learner assessment*, *curriculum and learning programmes, and creating a positive learning environment*. School leadership must apply the three performance standards to understand that instructional leadership support enhances quality education. When school leadership is focused on quality teaching and learning, instructional support becomes advanced, and improved quality learner achievement may be improved in the school.

Seobi (2015) posits that creating a positive learning environment helps teachers promote quality education. A conducive learning environment allows teachers to collaborate instructional support amongst themselves. The Department of Basic Education (2011) in ISPFTED addresses teachers' developmental needs as factors that promote quality education. When teachers engage in skills development, their participation provides positive reinforcement to amplify good quality education. Darling-Hammond et al. (2017) confirm that professional improvement supports collaboration where teachers share ideas, collaborate in their learning, and expedite implementation of the teaching strategies.

The position of the principal sits at a critical intersection since they are the accounting officers of the school. The question that arises is, how can districts, regardless of location, create conditions for principals to succeed as instructional leaders and sustain professional development in schools? Fink & Silverman (2014) argue that accountability, job satisfaction, and a sense of efficacy are very low for most principals in some schools. In essence, the three conditions affect quality education in schools.

The PAM document (Department of Education, 1996) outlines principals' job descriptions, and their workload proves to be demanding. As a result, they act on compliance and adherence to district submission. Their focus relating to support on classroom tuition is almost non-existing. The dilemma takes away their practice as instructional leaders because they are no longer close to teaching and learning due to the districts' expectation of many submissions. There is limited coordination needed to

understand the day-to-day work of the headmaster on their engagement level in the school. The condition negatively affects quality teaching and learning. Zepeda (2014) found that an instructional leader focuses on education provisioning. The argument about the behaviour of an instructional leader will not hold when principals are not always available to monitor quality education delivery in their schools. The principal's inability to support and monitor instruction in the classroom causes the school's low quality of teaching and learning.

One vehicle that could be used to realise quality education provisioning is through engagement in continuous skills development opportunities across the hierarchy in the school. Staff development, upgrading skills and acquiring knowledge (Hilliard, 2015) are necessary for each school principal. These actions will ensure that school principals keep up with the dynamic nature of the education system in the country. Marishane (2016) mentions a set of core leadership practices highlighted in various school leadership theories that any school principal should carry out. The identified practices are: firstly, setting direction by promoting good craft, and secondly, developing people by stimulating teachers intellectually and providing support (Marishane, 2016). The third practice involves redesigning the organisation through selecting the best innovations offered to improve teaching and learning conditions. The fourth includes managing the instructional programme by protecting contact time, properly allocating teachers and their duties, and distributing appropriate learning materials (Marishane & Mampane, 2019). Under the leadership of an instructional leader, teachers in schools use their professional teaching skills to make sure of provisioning of good quality education in schools.

Hargreaves (2014) state that time is a factor closely related to a dramatic change in learner achievement and teacher development. The issue of time allocated for developmental programmes is central to quality teaching and learning. Fink and Silverman (2014) argue that timeframes on the development and interaction between principals, teachers, and learners to improve tuition presentation in the classroom are fundamental. The principals have the prerogative to organise their schools according to their vision and mission. The literature (Zepeda, 2014) states that the schoolmaster who acts as an instructional leader can sustain quality education. Determining the

professional developmental needs and encouraging teachers to participate may affect teachers positively. Darling-Hammond et al. (2017) assert that the career advancement of teachers fosters improvements in learner achievement. When principals become aware of the need for improvements, the career advancement of teachers should be at the helm of their developmental strategies. Bowers (2017) reflects on the impact of relationships between teachers and collaborative teaching through PLCs. To realise good quality education provisioning, all managers and teachers in the school must undergo a relative continuous professional development within their scope of work. The effort in and commitment to professional development within relative timeframes and acknowledgement of all lesson presentation factors, help with the realisation of quality education in schools.

2.4 INSTRUCTIONAL SCHOOL LEADERSHIP AND TEACHER DEVELOPMENT

Teachers must embark on professional development continuously and, with an instructional leader at the helm of the school leadership, successful learner achievement may be achieved. Ferrier-Kerr, Keown, and Hume (2015) believe that the principal's CPTD focuses on learner achievement and a pedagogical approach to teachers in their teaching. Whitworth and Chiu (2015) support the view that professional development supports teacher learning to ensure successful learner achievement. A visionary and instructional leading principal will support and motivate the teachers by identifying their developmental needs in enhancing quality learning and teaching. Conway and Andrews (2016) assert that principals take responsibility to unleash the potential of their teachers and develop trust in them that they become creative. In other words, teachers become highly motivated when the principal recognises their efforts and creativity.

2.4.1 Teaching and professional development

Principals who provide support and ensure that teachers are developed are likely to see learners in their school achieving success. Whitworth and Chiu (2015) believe that professional teacher development provides instructional leadership with a strong focus on content and learning becoming an active participation process. Patton et al. (2015)

highlight that those teachers are better positioned to be responsible for their skills development. The statement suggests that teachers need to identify their own developmental needs. An instructional leader provides teachers with developmental opportunities with a strong focus on subject content (Whitworth & Chiu, 2015). Teachers are regarded as lifelong learners in that professional development within their areas of specialisation is continuous. Professional development opportunities enhance teaching strategies and raise the teacher's content knowledge. Edamo and Netshitangani (2018) posit that diverse staff developmental opportunities could improve the quality of education in the school for improved learner performance. Upskilling teachers through attendance to professional development may provide improved teaching strategies.

Quality teaching in the classroom depends on how the school tailors the implementation of professional development. Evaluating teachers attending professional training during their classroom teaching shapes teachers' on-the-job learning opportunities (Kraft, Blazar, & Hogan, 2018). Teachers will implement their learnt strategies and apply knowledge to help learners during their teaching in the classroom. Patton et al. (2015) add that job training is about helping teachers to help themselves.

2.4.2 Professional development and the pedagogical approach

Patton et al. (2015) support the idea that teachers must be the ones to take responsibility for their professional development. An instructional school leader who focuses on pedagogy should provide support by identifying the teachers' required professional development programmes. Continuous development of teachers will ensure quality learning and teaching where learner achievement will be realised. The strong collaboration between the school principal and teachers provides diverse opportunities for professional teacher development, leading to successful learner achievement (Edamo & Netshitangani, 2018). Professional development becomes unlikely when the principal and teachers do not communicate about learning and teaching and do not share a vision of successful learner achievement.

The implementation and attendance to occupational training facilitate and provide teachers opportunities to reflect on pedagogical approach. Kraft and Papay (2014) assert that school leaders are essential in providing instructional support to teachers for their professional growth. Through effective career advancement, teachers engage in active learning opportunities which enhance their professional development. Developing teachers offers intensive, focused, essential skills aligned with a pedagogical approach to the school curriculum and learner assessment. Measures of school context, school leadership and teachers' collaboration determine the need for professional growth and subsequently the realisation of the school's good quality education provisioning. Kraft et al. (2018) claim that when teachers participate in career progression programmes, it may promote sustained improvements in quality education provisioning.

Darling-Hammond et al. (2017) point out that well-designed skills training programme can change teachers' pedagogical approach and learner achievement when effectively implemented. Therefore, school leaders must evaluate and recommend the appropriate professional development programmes that improve instruction and learner achievement. School leadership determines content knowledge brought by teachers and establish whether it is sufficient to support learning and teaching in a particular pedagogical strategy (Darling-Hammond et al., 2017). According to Fink and Silverman (2014), not all professional development opportunities lead to positive professional learning, a proper pedagogical approach, and more significant learner achievement. How effective staff development is, depends on the level of solid content knowledge of teachers. Teachers with in-depth content knowledge stand a good chance of enhancing quality teaching and learning.

2.4.3 Teachers' needs and professional teacher development

Fullan (2014) has explored conditions that are likely to suggest the need for a professional development requirement. There are some conditions that spark the need for skills development. First, teachers should be aware of improving curriculum content knowledge. Secondly, teachers need to be eager to try new ideas in teaching their specialisation subjects. Thirdly, teachers should exhibit the intention to modify new ideas to work in the context of their classroom and the school. The fourth

condition is that teachers require a developmental programme to try a new pedagogical approach to quality teaching and learning effectiveness. The conditions support the fact that teachers need career advancement when they want to expand on a wide variety of lesson presentation approaches, discuss challenges and find solutions regarding individual learner comprehension and understanding during the lesson in the classroom. Professional teacher development remains a continuous need for teachers to maintain the synergy between teaching curriculum content, the teaching strategy applied, and how learners learn in the classroom. Appraisal systems like IQMS are used to identify teachers' needs. Teachers' needs are grouped to develop a training programme that maintains continuity and sets new goals for professional growth (Christie, 2010).

Teachers become aware of the need to embark on their professional growth (Fullan, 2014). Learner achievement in the school is the primary outcome of teachers' effective and competitive teaching. This achievement occurs when school leadership prioritises the analysis of teachers' curriculum specialisation and content knowledge. When the fire and eagerness of professional growth ignite in a teacher, the school leadership encourages teacher participation in professional development programmes through need analysis for quality tuition in the classroom (Hilliard, 2015). Appropriate and relevant professional development programmes enable teachers to try new pedagogical approaches in classroom teaching. Darling-Hammond et al. (2017) state that teachers discuss challenges and find solutions regarding content knowledge, concepts misconceptions, learners' curriculum content, and professional development programmes. Fullan (2014) argues that teachers participating in professional development opportunities continually set new goals for their professional growth. Professional teacher development becomes meaningful, especially when school leadership analyses teachers' needs and provides the necessary instructional support.

2.5 CHALLENGES TO TEACHER PROFESSIONAL DEVELOPMENT

Research indicates that the teachers' career development in learning and teaching is critical (Kennedy, 2016). Patton et al. (2015) define professional development as helping teachers help themselves, effectively help learners, and comply with their job

requirements. The process of learning and teaching is dynamic. The education system in South Africa is continuously changing, and this requires teachers to be informed about any change in their line of duty. Various educational experiences related to individual teachers' work requirements for professional advancement (Patton et al., 2015). Professional teacher training becomes mandatory, particularly when the school underperforms in their academic results, which is currently the case in most township secondary schools. Kennedy (2016) believes that staff development can foster learning and teaching in schools. The process of enhancing successful learner achievement is closely related to school leadership. Based on Edamo & Netshitangani's (2018) work, improving school leadership is an action that can enhance learner performance. Principals in township schools offer insufficient support or do not motivate teachers to become lifelong learners. This tendency deprives the school of chances of improved learner achievement. In addition, Day (2002) argues that if teachers are not lifelong learners, they cannot effectively improve their students' achievement. As pointed out, school leaders need to encourage and facilitate lifelong learning to ensure that teachers become effective in the teaching process. Supporting this idea, Patton et al. (2015) believe that job training programmes help teachers to help learners.

Darling-Hammond et al. (2017) have explored effective occupational training. They have identified features such as professional learning with content focus, incorporating active learning, supporting collaboration, and providing coaching and expert support —teachers who engage in effective professional development gain an extensive knowledge of professional learning across all features. Darling-Hammond et al. (2017) explain this by defining effective job training as a systematic structure that provides positive learner achievement and a leadership-supported teaching change. Engagement in professional development and support from school leadership help teachers learn and fine-tune pedagogical approaches in teaching (Le Fevre & Robinson, 2015). Teachers need to collaborate and have meaningful, supportive conversations amongst themselves. The endeavour encourages lifelong learning through participation in professional development and assists teachers to navigate more easily through the required skills and education in the 21st century. Darling-Hammond et al. (2017) state that the teachers require sophisticated teaching

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strategies to develop learners' competencies in dealing with challenging subject content. Through professional teacher development, an increasing need for complex skills in education in the 21st century is realised.

2.5.1 Supporting professional teacher development

Teachers' professional learning is on an increasing trajectory due to the growing need for complex skills for learners to be prepared on their learning competencies (Darling-Hammond et al., 2017). Teachers need principals who continuously provide instructional support to ensure the continued professional learning of teachers. The acquired competencies should prepare learners for working and learning in the 21st-century context. The literature (Zepeda, 2014) reveals that the principal who supports teachers in professional development opportunities cultivates the capacity for instructional leaders among teachers. When teachers are satisfied and feel supported, they may acquire leadership qualities demonstrated by their principal. Such a feeling will ensure that goals are realised in such instances where coordination between teachers and the principal fosters competencies such as effective communication and collaboration, critical thinking and mastery of challenging content (Darling-Hammond et al., 2017). Through extended instructional support from the principal on continued professional development opportunities, teachers receive professional help and extensive knowledge to assist learners to develop complex problem-solving skills (Ferrier-Kerr et al., 2015). Meissel, Parr & Timperley (2016) add that practical skills development is required to assist teachers in their life-long learning journey to refine the necessary pedagogies to teach these skills.

Principals may use the PLC platforms to encourage professional development opportunities to re-learn pedagogical approaches to their subject content. Feldman and Fataar (2014) conducted a study to indicate that PLCs can permeate and generate a shift in teachers' pedagogical competencies. The PLC forums help teachers engage and collaborate effectively to develop skills on tackling challenging content during teaching. Kraft et al. (2018) confirm that effectiveness improves over time when teachers work in more supportive professional environments. Professional learning communities support positive collaboration. Working in groups through departmental heads in school helps address common challenges. When school

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principals support professional learning community forums; an effective pedagogical assertiveness of teachers emerges. Shatzer et al. (2014) add that in enhancing the development and support for teachers, learners gain more of the envisaged 21st-century skills. Through PLC and supported career advancement, teachers get help to acquire competencies necessary to unleash learners' potential to harness the required skills of the 21st century.

2.6 STRATEGIES APPLIED IN PROFESSIONAL TEACHER DEVELOPMENT PROGRAMMES

The main reason for attending professional teacher development programmes is to sustain and foster successful learner achievement in all schools. Certain learning areas are critical subjects requiring special attention in the South African context. Some of those vital subjects are the following: Accounting, Mathematics, Technical Mathematics, Physical Science, Life Sciences. Developmental training is arranged for all teachers who teach those essential subjects at their respective schools. Teachers will then come together to a centralised venue where discussions on content are taken. Teachers use these training workshops to assist each other in improving teaching skills and pedagogical approaches on various concepts within their specialisation subjects. Research has shown that sustained occupational training is closely related to successful learner achievement (Darling-Hammond et al., 2017). Sharing good practices amongst teachers attending professional development programmes is vital for quality teaching and learning, and PLCs need to be constantly encouraged by school principals. Bowers (2017) reflects on the impact of peer coaching, relationships amongst teachers and collaborative teaching through PLCs.

Subject advisors, referred to as facilitators in the South African context, manage and coordinate subjects or learning areas in all secondary schools belonging to a district. The facilitators identified eligible teachers as necessary beneficiaries to attend professional development programmes. The district officials work closely with school principals to assist schools with recruitment drives for teachers teaching any critical subjects. Principals collate the required information to encourage participation in teacher job training. Nir and Hameiri (2014) support the view that school pedagogically orientated principals will identify, initiate, and support teachers in

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professional improvement training. It is, therefore, critical for a school principal to support teachers in participating in occupational training programmes. Attending skills development programmes may enhance teachers' teaching skills and help sustain positive levels of learner achievement in the school.

2.6.1 Sharing leadership expertise in professional development

Participation in professional development programmes will help schools realise successful learner achievement and improve individual teachers' teaching expertise and content knowledge. Several researchers have presented an argument on the importance of professional teacher development to promote successful learner achievement (Darling-Hammond et al., 2017; Nir & Hameiri, 2014; Patton et al., 2015). Practical strategies like sharing good practices may help teachers realise teaching skills, pedagogical approach, and content knowledge improvement, and a collaborative approach towards teaching is enhanced.

School leadership has become central to sustainable professional teacher development and the realisation of positive student achievement. Marishane (2016) posits that leadership determines the sustainability of school improvement and learner achievement forms part of the school improvement. Whitworth and Chiu (2015) assert that school and district leaders are essential in providing ongoing instructional teacher support. The instructional support involves planning teachers' career advancement programmes and monitoring the implementation of the acquired skills. Gumus and Bellibas (2016) argue that the more school principals have a vested interest in encouraging teachers' participation in professional development, the more they engage in instructional leadership practices.

The engagement of instructional leaders in staff development will result in sustained learner achievement and teachers gaining motivation in professional development participation. Hilliard (2015) outlines the role of leadership in any institution as demanding. However, the effort of school leadership brings the effectiveness of engagement in professional development opportunities. School leadership's instructional support provides teachers with a clear chance of avoiding isolation from other teachers in and outside their schools. Teachers participating in professional

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development opportunities are encouraged and mainly become involved in positive collaboration with other colleagues in the same field. The involvement of the teachers in developmental programmes is through school leadership that provides instructional support. Leithwood (2016) states that school management indirectly positively affects learner performance. Principals' leadership offers unique tools and customised services to support teachers' professional growth and progressively sustain school improvement.

The new dispensation compels principals to step up and support teachers' skills development as a requirement in addressing the globally transforming education system. It is anticipated that the principals would encourage teachers to participate in self-organised educational discussions amongst themselves. Feldman and Fataar (2014) argue that PLC, as underpinned by CAPS, is used to explore the practices and the practising teachers' pedagogical orientations. As part of curriculum policies, PLCs are essential aspects of teachers' pedagogical capacity. Prenger, Poortman, & Handelzalts (2019) report that PLCs are necessary for improving education quality. New systems and models are used to facilitate quality teaching and learning, and professional teacher development is one strategic position to assist and sustain teachers' practice. Darling-Hammond et al. (2017) confirm an increasing need for learners in the 21st century to acquire competency and complex skills through education. Content knowledge should be constantly resuscitated through professional development opportunities to enable teachers' acquisition of complex skills,

School leadership should provide instructional support and encourage teachers to participate in occupational training opportunities. Whitworth and Chiu (2015) posit that the new dimension of leadership for system change and transforming communities into the future state of education in the next generation characterises skills development as the vehicle to sustain quality teaching and learning. Leithwood et al. (2008) acknowledge that principals do not directly influence successful learner achievement. However, the instructional support for teachers should be provided by the principal, as teachers are an intervening variable between school managers and learner achievement. School leadership plays a fundamental role in creating a

conducive environment for teachers through capacitation and directing the focus on good quality education provisioning.

2.6.2 Curriculum policies on leadership and teaching

In this context, the concept of curriculum policies refers to rules and guidelines meant to manage curriculum development and implementation. Fataar & Terhoven (2018) found that curriculum policies are the bases and structures of support, development, motivation, and the facilitation of curriculum implementation where teachers are custodians of practice. Mampane and Bouwer (2011) found that curriculum policy enactment depends on the institutional context. In the South African school context, curriculum policies are primarily developed to manage the quality of education (ISPFTED 2011–2025: Department of Basic Education, 2011). It is acknowledged that the quality of teachers' occupational training becomes essential and mandatory for all teachers to ensure improved standards of practice.

Through PLCs, teachers are pedagogically empowered, and the outcome of engagement become visible in the form of participating teachers in providing quality lesson presentation in the classroom. DuFour and DuFour (2013) define PLCs as any form of gathering where two or more people with common educational interests connect. Inevitably PLC gatherings are informal and are characterised by shifting focus from teaching to learning. Antinluoma, Ilomäki, Lahti-Nuuttila, & Toom (2018) suggest that schools that build and engage in PLCs aim to improve teachers' professionalism and positively impact tuition in the classroom. Therefore, it is the prerogative of the school leadership to organise and support PLC in schools for the betterment of teachers' practice and the realisation of quality education provisioning and sustained learner achievement.

The impact of curriculum policies on leadership and teaching is enormous in that the absence of curriculum policy frameworks renders the system of education ineffective. McIsaac, Spencer, Chiasson, Kontak, & Kirk (2019) have found that the operative word on curriculum policies is implementation, whereby policy implementation is contextually bound. Multifaceted factors are required to understand and implement some of the complex processes of the policies in school settings. The level at which

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teachers comprehend and understand the operational aspects of policy implementation differs from one context to another, although in principle, policies are there to be implemented. Maharajh, Nkosi, & Mkhize (2016) argue that implementing a curriculum policy depends on the availability of the required resources and closing the knowledge gap to oversee an efficient and effective implementation. Research shows that policy documents are crucial for school leadership to provide instructional leadership and support to ensure quality teaching and learning.

2.6.3 Developing supportive professional conversations

The primary outcome for developing professional, supportive conversations amongst teachers is to gain content knowledge. The process ensures that teachers can sustain practical improvements in their classroom practice. Professional, supportive conversations contribute positively to sustainable quality teaching and learning. Jones, Bodie, Youngvorst, Navarro, & Danielson (2018) assert that the supportive conversation's primary outcome affects school improvements. Kelly & Cherkowski (2015) indicate that a practical organisational approach for supportive conversations of teachers in their practice is through professional learning communities (PLCs). During PLC engagements, teachers are exposed to collaborative sessions where they reflect on and share instructional expertise essential for quality education.

The idea of supportive professional conversations is embedded in professional learning communities. These conversations provide professional learning through teachers' experiences and improved collaboration. Through these conversations, enhanced and sustained teaching and learning may be realised. Feldman and Fataar (2014) suggest that the intention of PLC is for teachers to acquire pedagogical expertise with the potential of becoming informed and effective in their classroom practice. Teachers are expected to acknowledge that they are life-long learners (Livingston and Hutchinson, 2017). Teachers should therefore remain committed to maintaining their professional expertise. Through PLC, they should continue to uplift and preserve their pedagogical capacity and teaching skills for good quality education. The practical tools of engagement to sustain continued capacitation and upskilling of teachers is through participation in PLC, where professional, supportive conversations are encouraged.

PLCs are regarded as a practical organisational approach where teachers collaborate and reflect on their practice (Kelly & Cherkowski, 2015). Seemingly PLCs assist teachers in sustaining their practice through collaborative discussions that seek to improve content presentation in the classroom. Horn (2015) supports the idea that teachers' engagement in supportive, collaborative conversations assists in sustaining complex forms of practice. The instructional support from principals and professional development opportunities for teachers would foster instructional improvements. When teachers take part in professional development opportunities, collaborative discussions occur. Inevitably teachers become engaged in professional, supportive conversations, which help provide knowledge bases enough to make a professional decision in their practice (Ulvik, 2015).

Antinluoma et al. (2018) assert that PLCs aim to improve teachers' professionalism and supportive conversation to create a positive quality of teaching and learning. Prenger et al. (2019) argue that teachers engage in collaborative professional conversations in PLCs to ensure the effectiveness of their professional development efforts. Participation in PLCs makes teachers rethink their classroom practice. PLCs open improvements, as teachers constantly engage in professional, supportive conversations. County (2020) pointed out that the participation of teachers in PLCs and their engagement in professional discussions become a promising strategy for promoting professional learning and sustaining learner achievement.

2.7 CONNECTING LEADERSHIP AND PROFESSIONAL DEVELOPMENT TO LEARNER PERFORMANCE

Teachers' desire and eagerness to attend skills development opportunities are for self-development on content knowledge and the ability to improve their teaching in teaching-learning. The reflection on practice in the classroom directly links to learner achievement. School leadership should provide instructional support (Marishane, 2020) for staff development and quality education provisioning. The intention of teachers to participate in career advancement opportunities is to improve their content knowledge and make them champions in how they are teaching and vital components in the realisation of improved learner achievement (Randel et al., 2016). In support of

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the idea on the participation of teachers in career advancement opportunities, (Jones et al., 2018) state that the principal should understand that leadership is a process of influence. The principal should positively influence teachers through encouragement and instructional support for participation in job training opportunities. The principal's leadership can influence teachers to participate in effective professional development, leading to successful quality teaching and learning. Daniëls, Hondeghem, & Dochy (2019) assert that the leadership process in education forms a strong bond between effective staff development and sustained learner achievement.

Many studies consider PLCs effective professional organisations where teachers collaborate and reflect on best practices. Schools may realise improved school outcomes and sustained positive learner achievement through PLCs. Zheng, Yin, and Li (2019) reiterate that PLCs encourage teachers to take responsibility for teaching and learning processes collectively. Mourão (2018) acknowledges that if PLCs are well structured, they can also enhance teacher practice and positively improve learner achievement. The involvement of teachers in professional development increases teachers' practice competence. Research (Thomas, Bell, Spelman, & Briody, 2015) shows that when teachers engage in employment training opportunities, they engage in a supportive conversation where implementation of acquired skills is discussed. In essence, professional, supportive conversations ensure that teachers' confidence in their work builds up. When confidence is built up, learners benefit immensely from subject content knowledge. The concepts like teachers' occupational training, quality teaching and classroom tuition are inseparable. It is not possible to treat each idea in isolation from the other. For instance, as Stahmer et al. (2020) point out, skills development provides teachers with opportunities to effectively change their practice for the better and for learners to improve their achievements. Each level links primarily to enhance instructional support and realise sustained learner achievement through quality teaching and learning.

From the literature, Vangrieken, Meredith, Packer, & Kyndt (2017) have explored the dynamic nature of education that requires teachers to embark on the continuous job training to enhance and sustain learner achievement in schools. It is constantly necessary for school leaders to support teachers and encourage a collaborative

approach to ensure improved learner achievement. When school leadership supports and promotes teacher participation in job training, teachers' involvement may ensure positive learner achievement.

According to Tooley & Connally (2016), policy-makers' recognition of new teaching approaches and learning provides insight into the quality of teaching. In the end, the improvement of teachers' practice requires continuous engagement in meaningful employment training. It is essential to recognise that many studies (Leithwood, 2016; Horn, 2015; Prenger et al., 2018; Coomey & Stephenson, 2018) outline a positive link between leadership and staff development and positive learner achievement. Provision of instructional support by school principals encourages teachers' participation in professional development. Principals must provide instructional support for teachers to take part in such action. Coomey & Stephenson (2018) support the idea that staff development provides an ongoing improvement in content knowledge. An improved content knowledge may improve teachers' practice and implementation in the classroom to foster sustained learner achievement.

2.8 SUMMARY

In conclusion, this literature review provides information about how principals can sustain professional teacher development in township schools. A discussion on the conceptual framework underpinning the study has been outlined in detail in this chapter. The chapter has presented a literature review on instructional leadership as a leadership construct. In this review, the researcher has connected leadership for learning to teacher development. The chapter has also dealt with challenges relating to professional teacher development and the strategies applied in occupational training programmes. The chapter concludes the reviewed literature with a review on the connection between leadership and staff development to learner performance. Methodology, research design and data collection procedures are discussed in the next chapter.

CHAPTER 3
METHODOLOGY, RESEARCH DESIGN AND DATA COLLECTION

3.1 INTRODUCTION

This study's literature review and the conceptual framework were presented in the previous chapter. This chapter focuses on the research methodology, design, and data collection. The researcher used qualitative research methodology in this study. A qualitative research methodology examined how principals as instructional leaders sustain professional teacher development in township schools. Nieuwenhuis (2016) defines qualitative research methodology as collecting descriptive data to understand a real-life situation. A qualitative research approach provides the researcher with insight into how principals as instructional leaders can sustain professional development in their schools.

The type of research design and data collection strategies used in the study are explained in this chapter. The chapter discusses the interpretivist paradigm, ontological and epistemological assumption, which offer what is believed to exist and is viewed as a natural reality in this study. The chapter explains how knowledge is structured and perceived (Bills, Rogers, & Giles, 2016).

A case study design is adopted to conduct an in-depth analysis (Creswell & Creswell, 2017) of how principals as instructional leaders sustain professional development, particularly in a township school context. Data is collected through semi-structured interviews. The interviews are conducted from purposively sampled schools and participants. Audiotape recorder and field notes are used in this study as data collection techniques. The chapter provides a brief background on data analysis procedures wherein the thematic analysis is used to analyse the collected data. Ethical considerations are adhered to throughout the study, and audio recordings are transcribed immediately after interviews for quality assurance credibility and trustworthiness. At the end of this chapter, a summary of the contents appears.

3.2. RESEARCH PARADIGM

Research paradigms are defined as the matrices of conceptual frameworks that guide research (Mittwede, 2012). The interpretivist paradigm underpins this study. Interpretivism is concerned with understanding the world and perceiving it by participants (Goldie, 2016). Participants in this study provided information according to how they perceived and understood leadership and professional teacher development in their work environment. The researcher used semi-structured interviews to collect data from the sampled school participants, explaining what participants believe exists. The issue of how participants incorporate a basic set of beliefs to guide their way of doing things in their workplace (Creswell & Creswell, 2017) provides a general view of how they perceive their world. During interviews, participants develop personal subjective meaning about experiences regarding professional teacher development in their responses. Other participants interpret their sense of what transpired in their schools with a specific focus of context around their workplace. Scotland (2012) emphasises that participants have limited control over the interpretation of their responses even though they construct their meaning of the phenomenon under study. The researcher discovers reality through participants' views, personal beliefs, and experiences about the quality of education offered in their schools.

Through the Interpretivist paradigm used in the study, the researcher understands participants' experiences, their "insight", and in-depth information (Thanh & Thanh, 2015) about sustaining professional teacher development in their schools. Scotland (2012) believes that the ontological and epistemological assumptions differ for every paradigm in a study. Accordingly, the discussion in the following two paragraphs indicates the views and beliefs of participants on teacher career advancement programmes.

3.2.1 Ontological assumption

Gruber (2018) defines ontology as the study of existence based on what the researcher believes exists. The researcher believes that schools should continuously

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engage in job training activities as a teacher. Continuous engagement in skills development raises teachers' expectations to sustain good quality education. Ontology describes basic categories and relationships of what exists and is viewed as a natural reality (Gruber, 2018).

In this study, interviews were used to source in-depth information regarding participants' perceptions of how things are and how things work, as Scotland (2012) suggests. Participants answered semi-structured interview questions to interpret and understand their views on professional teacher development in their schools. The study considered that participants' beliefs influence their actions and relationships with the knowledge acquired and connect with their immediate environment. Participants gave the phenomenon's reality under investigation a clear description during the interview sessions. During these sessions, participants expressed themselves as they related to their experiences which aroused different emotions and beliefs concerning the subject under study. The perception of how things are and how things work differs from one person to another. The researcher assumes that school management and teachers view teachers' career advancement sustainability differently from the responses. Therefore, semi-structured interviews as a data collection strategy were appropriate for the study. The researcher encouraged the active engagement of participants in the interviews, observing their interactions and discussions as per their engagement on probing questions that created multiple realities. Their intuition, emotions, and beliefs influenced how participants reacted to reality.

3.2.2 Epistemological assumption

Epistemology comes from the Greek words' "*episteme*" [knowledge] and "*logos*" [theory] (Roos & Von Krogh, 2016). Epistemology is conceived as ways in which people come to know the world. According to Roos & Von Krogh (2016), epistemology is about understanding knowledge's origin, nature, and validity. Participants in this study constructed knowledge by relating new information to previously acquired information as a frame of reference. To reiterate what epistemology is all about, Gruber (2018) states that it is about knowledge and knowing. Epistemological assumptions in this study refer to what it means to know and the nature of the relationship between acquired and created knowledge.

Participants were asked about their knowledge regarding staff development and the information they had acquired from participation in occupational training programmes. The semi-structured interview questions required participants to disclose their actions and challenges and create strategies to sustain skills development in their schools. In this study, the questions asked required views regarding how principals can support professional teacher development in township secondary schools. By sharing experiences, beliefs, and emotions, the researcher detected that participant acquired knowledge during occupational training programmes from the responses. How principals can sustain professional teacher development in township schools triggered various emotions among principals and teachers. The involvement of the researcher during the interaction with participants was encouraging. However, there were also moments when the researcher became less focused. It was, therefore, crucial for the researcher to keep focused and avoid bias during the interviews.

3.3 RESEARCH METHOD

A qualitative research methodology was followed in this study. Nieuwenhuis (2016) describes qualitative research methodology as research where descriptive data collection and analysis assist in developing an understanding of a real-life situation. Qualitative research is scientific research in which the researcher investigates a phenomenon. The investigation involves seeking answers to questions through data collection techniques. The collected data provided the evidence to produce the study findings. Based on these findings, the researcher made recommendations. Taylor, Bogdan, & DeVault (2015) add that qualitative research is about understanding people within their frame of reference and how they experience reality in their daily working routine.

3.3.1 Qualitative research

This study examines how principals as instructional leaders sustain professional teacher development in township schools. Qualitative research predominantly develops concepts, insight and an in-depth understanding of how people see things

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(Taylor et al., 2015). During the study, participants respond to questions in the interview session. Recordings of participants' responses were transcribed to produce information that would provide the findings of this study. These findings are not predetermined; the researcher then uses this study's conclusions to develop an in-depth understanding of the research problem per local context. Qualitative research methods are typically interactive and flexible (Cohen, Manion, & Morrison, 2015). My interaction was significant during the interviews with participants, and responses allowed probing and spontaneity. The researcher realised during the interview session how experience is shared amongst participants in the quest to sustain professional development in schools.

3.3.2 Research design

Given that this study examines how principals as instructional leaders sustain professional teacher development in township schools, a case study design was used. A case study is defined as a systematic inquiry into an event that describes and explains the phenomenon of interest (Nieuwenhuis, 2016). Using a case study design developed an in-depth understanding of participants' experiences in township schools across all hierarchical teaching levels (principal, deputy principal, departmental head, and post level 1 teacher). This study followed a systematic inquiry based on a case study design. Instructional leadership for professional teacher development was a phenomenon of interest—the researcher views a case study as a unique, in-depth understanding of systems in a real-life context. For the benefit of this study, the primary purpose of choosing a case study has been to generate an in-depth knowledge of the specific professional practice. When participants respond to the "what", "how", "when", and "why" questions during the interview (Yazan, 2015), views, opinions and beliefs are explored. The researcher opted for a case study design to elicit participants' in-depth understanding of their professional operation per their school context.

3.3.3 Data collection strategy

In this study, semi-structured interviews are used as a data collection strategy. Semi-structured interview sessions are designed to ascertain subjective responses from

participants (McIntosh & Morse, 2015) regarding professional teacher development in their schools. Participants were flexible in their responses, and the researcher probed them when necessary, during the interview. An understanding of the state of professional teacher development in the school could be expressed through views, opinions, and beliefs from the encouraged participants by the researcher. The level of relevance from participants' responses was rich, with "insight" and "in-depth" information regarding sustaining professional teacher development in the schools.

The same interview questions were used to collect in-depth data from participants. These questions were structured according to the participants' hierarchical positions in each school. Again, the same questions were asked to respective groups: principals, deputy principals, departmental heads, and post level 1 teachers. The session of interviews assisted the researcher to reach data saturation rapidly.

Fusch & Ness (2015) have found that failure to reach data saturation hampers content validity and impacts the quality of the research. Although the sample size is smaller in this study, the researcher scheduled 45 minutes interview sessions with participants and from that, data saturation was rapidly reached. Data saturation is reached when enough information is collected from participants (Nieuwenhuis, 2016), and no further information is worth pursuing. In the same way, Fusch & Ness (2015) believe that data saturation is reached when additional coding is no longer feasible. For this reason, the researcher was satisfied that data saturation was achieved when obtaining new information was no longer necessary.

3.4 POPULATION AND SAMPLING

Maree (2016) highlights the difficulty of covering the study's total population. The contributing factors affecting information acquisition from the whole population are expenses, time, and participants' accessibility. For this reason, researchers need to collect data from a small manageable group. The small group or the subset of the population is drawn so that the knowledge gained, and the data collected represent the total population in this study. The smaller group of the population subset is a sample (Cohen et al., 2015).

3.4.1 Study population

To conduct this study, the researcher identified four Gauteng province township secondary schools in the Tshwane South District. The population for this study was teachers selected according to their hierarchical responsibilities, including principals from the four public secondary schools. The targeted sample for the study was: a principal of each school, two (2) members of each schools' School Management Team [SMT] and two (2) members of post level 1 [PL1] teachers who were to be interviewed. A sample of participants is summarised in the table below:

Table 2: Sample

Number of Township schools.	Number of Principals.	Number of school management team [SMT] Members.	Number of Post Level 1 [PL1] teachers.
There are four ordinary public secondary schools in the Tshwane South District, Gauteng province in South Africa.	One permanently employed school principal.	One permanently employed deputy principal and one permanently employed departmental head in each school.	Two teachers who are permanently employed in each school.

Source: Author

3.4.2 Sampling strategy

In this study, the purposive sampling technique was strategically chosen and used to contribute to an in-depth understanding of sustaining teachers' occupational training in township schools. Etikan et al. (2016) posit that purposive sampling, also called judgement sampling, is a technique where researchers deliberately choose participants based on their qualities in the operational workplace.

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This study examined how principals sustain professional teacher development in township secondary schools as instructional leaders. The researcher decided on information to be known and identified those ready to provide it willingly, given their knowledge and experience in the education environment. The sampled participants were teachers permanently employed in schools. The sampled teachers were knowledgeable and had acquired some experience as the Gauteng Department of Education's permanent employees. To assist with the relevant data gathering process, the researcher further verified the participants' willingness and ability to express and articulate opinions and beliefs throughout the study from principals.

Etikan et al. (2016) outline examples of purposive sampling techniques, and critical case sampling is one technique explained. In this study, critical case study sampling is adopted based on the focus of the study. To test the critical aspect of this study, the researcher checked the likelihood of whether, if it happens at the identified township, can it also occur at any other township. The education system across the country, South Africa, is the same and teaching and learning is expected to follow the same trend. The likelihood of the same findings from one township school to the next township is high, given that contextual challenges and socio-economic issues do not differ much.

The study warrants a more in-depth analysis of how principals as instructional leaders sustain professional teacher development in township secondary schools. The researcher has used a well-designed schedule of semi-structured interview questions to provoke participants' opinions, beliefs, and experiences. The knowledge gained from participants was applied for sustaining professional teacher development in public township secondary schools. Cohen et al. (2015) explain that the quality of research depends on the choice of appropriate methodology and instrumentation and suitable participants. Participants were purposively sampled with particular characteristics, primarily based on their ability to articulate themselves. Shah (2016) argues that the researcher needs to identify participants ready to give an in-depth understanding of information based on the focus of the study.

3.5 DATA ANALYSIS

A qualitative data analysis strategy was used to establish how participants made sense of professional teacher development. The researcher agrees with Hamilton's (2011) view that, for data analysis, the case approach provides "rich" data that give the researcher an "in-depth" "insight" into participants' experiences in their context. Since the researcher collected data through interviews, he used it to analyse participants' perceptions, opinions, attitudes, values, feelings, knowledge and experiences (Nieuwenhuis, 2016) regarding the state and sustainability of professional teacher development in their schools.

The process of critically reading the transcribed data and categorising it into meaningful analytical units is referred to as coding (Nieuwenhuis, 2016). In this study, the researcher organised the data and packaged it into themes for the analysis process. The researcher used open coding to examine and compare themes generated from each participant's transcript. Creswell and Creswell (2017) assert that during open coding processes, the researcher retrieves and collects the text associated with some ideas for themes to be examined, conceptualised, and compared.

The researcher developed codes based on the emerging information gathered during interviews with participants at the four identified sites. Transcripts of all participants were coded, and this process assisted the researcher to finalise the generated themes for data analysis. Table 3 provides the codes used to refer to the participants in this study.

Table 3: Participant codes

Secondary School 1 (SS1)		Secondary School 2 (SS2)		Secondary School 3 (SS3)		Secondary School 4 (SS4)	
Principal 1	**P1**	Principal 2	**P2**	Principal 3	**P3**	Principal 4	**P4**
Deputy Principal 1	**DP1**	Deputy Principal 2	**DP2**	Deputy Principal 3	**DP3**	Deputy Principal 4	**DP4**
Departmental Head 1	**DH1**	Departmental Head 2	**DH2**	Departmental Head 3	**DH3**	Departmental Head 4	**DH4**
Teacher A1	**TA1**	Teacher B1	**TB1**	Teacher C1	**TC1**	Teacher D1	**TD1**
Teacher A2	**TA2**	Teacher B2	**TB2**	Teacher C2	**TC2**	Teacher D2	**TD2**

The researcher used audio-tape recordings and a field notes guide to transcribing participants' responses. The field notes guide was developed to provide detailed information of participants, sites, and settings for interviews. The researcher reviewed the coded transcripts for each participant using the same field notes guide used during interviews. The generated themes are used as headings (Nieuwenhuis, 2016) to report on this study's findings. The coding process is inevitable because piles of data can be easily organised through it. The coding process reduces unprocessed data with the collected and transcribed raw data (Newcomer, Hatry, & Wholey, 2015). The researcher ensured that the coding process was followed meticulously in preparation for a comparative critical data analysis.

Thematic analysis was used to report participants' actual experiences, as the literature recommends (Clarke, Braun, & Hayfield, 2013). Clarke et al. (2015) posit that thematic data analysis is a method for pattern analysis and systematic data identification in qualitative data. The researcher used thematic data analysis processes to provide a descriptive overview of semantic meaning. The strategy assisted in producing sophisticated interpretation analysis of participants' knowledge regarding professional teacher development in their schools.

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3.6 ASSURING TRUSTWORTHINESS

Trustworthiness is one of the multiple dimensions of credibility, including competence and expertise. Connelly (2016) defines a study's trustworthiness as a reference to the level of confidence in data interpretation and method used to make sure that the study is of quality. Trustworthiness in this study was secured through a detailed word-for-word transcript of the interviews. The audio-tape recordings, field notes guide and transcripts were packaged and submitted for safekeeping. Keeping all information safe and listening to the interview recordings, again and again, ensured confirmability of participants' responses. Visiting sites on several occasions shows that the researcher required an in-depth understanding of a phenomenon. The visits ensured that participants provided credible and trustworthy information. Without making promises, the researcher outlined the extent to which the findings and recommendations would benefit the participating schools. Outlining the objectives assisted the researcher in ensuring transferability in the form of schools envisaging to implement some of the suggested recommendations in this study.

Kang et al. (2015) explain credibility as a perceived quality shown by leaders of the expected rate of shared information over a concept. The expected quality of instructional leaders is organising and coordinating learners' tuition in schools. In this study, the researcher purposively sampled the participants (the principal, deputy principal, departmental heads, and post level 1 teacher) in their hierarchy of leading curriculum in schools. The participants were perceived to be the custodian providers of credible information required in this study. The researcher and the research supervisor worked together to develop an interview schedule that generated a spectrum of relevant and quality data gathered from participants. The credibility verification of the collected data was done through the researcher visiting the selected sites on several occasions for probing and validation of participants' responses. The third site visit was geared deliberately towards the idea of maintaining believability (Holmes & Parker, 2017) from the responses of instructional leaders in schools.

3.7 CONSIDERATION OF ETHICAL PRINCIPLES

The researcher needs to highlight the ethical considerations regarding research

(Maree, 2020). Ethics determine risks and benefits and provide informed consent of participating in the study. This ensures fairness and equity to all participants of the study.

The researcher in this study ensured adherence and observation to all ethical issues related to the research. The ethical considerations application sends to the Faculty of Education's ethics committee for permission to proceed with the research. Upon receipt of ethics approval, the researcher applied for permission to conduct a study in the GDE, and permission was subsequently granted. The letters requesting permission to undertake the study at selected township secondary schools of the Tshwane South District were written. Four letters granting permission for each school chosen from the Tshwane South District were received.

The researcher developed a consent form stipulating the ethical issues and a request for participation in this study from all envisaged participants. The consent form specifies some of the following ethical considerations:

- The protection of the identity and names of participating schools was assured.

- Participation in the study was voluntary, and the participants' right to withdraw from participation in this study at any stage during interviews was explained.

- The study aim was outlined to all participants before the interview session.

- Participants were assured of their anonymity, and that only pseudonyms would be used for analysis processes.

- The interview sessions were audio-recorded, and a field notes guide was used.

- Participation in the study bore no incentives, and participants' safety, wellbeing and autonomy were considered.

- Participants' recordings and field notes, and all transcripts were kept confidential.

- All interview recordings, field notes and transcripts were subsequently submitted to the faculty through the supervisor for safekeeping in the university archives.

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3.8 THE STUDY LIMITATIONS

The main limitation of this study was the researcher's lack of a strong foundation in research. Although the researcher managed to keep the similarity index at the lowest level of acceptance during the proposal writing stage, to align with the field of study, several changes were made to research questions. The research was limited by constraints that were beyond his control. For example, the researcher could not adhere to the activity time plan developed at the beginning of the study. Acquiring ethics approval letters proved a daunting task due to time constraints beyond the researcher's capabilities. The researcher had to wait for a little longer before receiving ethics approval. Before starting the fieldwork, the researcher had to obtain ethics approval and permission letters first. A request for an extension of the study period had to be submitted since the data collection process could not be concluded as planned. The delay in completing the study was caused by the sudden outbreak of the world COVID 19 pandemics. The study was conducted among only four township secondary schools in the Tshwane South district out of a possible 15 districts of Gauteng Province. The smaller sample size and the scope of the study are the limiting constraints for claiming representativity. Findings from this study may not be relevant to townships in other districts and provinces.

3.3 SUMMARY

This chapter explained the use of qualitative research methodology in this study. A detailed description of the study's interpretivist paradigm was provided in this chapter. The ontological and epistemological assumptions were outlined. The study follows a case study design which the researcher explained and discussed explicitly. The researcher explained the data collection strategy and the sampling technique used in this study. Four secondary township schools in the Tshwane South District were sampled through purposive sampling. The principal, deputy principal, departmental head, and two post level 1 teachers were sampled in each school. The researcher developed interview schedules and a field notes guide for data collection. The chapter dealt with data analysis in which thematic analysis was applied.

A discussion on ensuring the trustworthiness and credibility of the study was presented in this chapter. The chapter ends with detailed study limitations and ethical considerations. The next chapter will discuss data presentation, findings, and data interpretation.

CHAPTER 4

DATA PRESENTATION, FINDINGS AND DATA INTERPRETATION

4.1 INTRODUCTION

The previous chapter focused on the design and strategies applied in the data collection process. The present chapter aims at presenting data collected through semi-structured interviews with participants. The findings obtained from the collected data are presented in this chapter. The concept of thematic analysis guides data interpretation. Through thematic processes, descriptions are generated, and data is grouped into themes. Developed themes emanate from the secondary research questions, namely:

    4.1.1   What instructional leadership actions are essential for secondary school principals to develop teachers professionally?

    4.1.2   What challenges are experienced by principals as instructional leaders in professional teacher development?

    4.1.3   How do school managers as instructional leaders address challenges experienced in professional teacher development?

    4.1.4   Which professional teacher development strategies can principals apply to improve staff development in their schools?

The reviewed literature is applied as a point of reference to analyse and interpret the gathered data. Codes represent participants while grouping data (see Table 3 under 3.10). The codes are used when referring to quoted extracts from the interviews.

4.2 THEME 1: SUSTAINING CONTINUOUS PROFESSIONAL DEVELOPMENT: THE LEADERSHIP PERSPECTIVE

4.2.1 Data presentation

The participants spoke of maintaining and implementing systems developed to manage quality teaching and learning, emphasizing curriculum delivery and assessment. P4 mentioned professional development priority in the school as "making

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sure that teachers have the mastery of curriculum and its content." The mastery of curriculum and content can provide good quality education in schools.

DP3 agreed: *"Teachers need to develop themselves continuously so that they can acquire new skills that will make it easy for them to impart knowledge to learners. …if as a teacher you do not understand the subject content, it will be difficult to impart knowledge to the learners."* DP4 added that *the principal should try to harness and expand the professional development of all staff members, including teachers.* The endeavour will assist teachers and ensure that learners are taught efficiently, especially when teachers are well equipped to deliver content.

The deputy principals reiterate that the facilitation of quality education requires proper systems implementation. The concepts of monitoring, discipline, and creating a conducive learning environment were disclosed in their responses.

4.2.2 Support from literature

It is not surprising that teachers may improve at a different pace (Kraft & Papay, 2014) as per their school context. Collective Agreement Number 8 of 2003: Integrated Quality Management System (IQMS) (Department of Basic Education, 2003) states that improving the quality of education provisioning requires teachers to be aware of the dynamic nature of the education system. Principals play a critical role in ensuring that teachers improve their teaching expertise. Professional teacher development becomes effective means that provide teachers with active learning opportunities that are insightful, discrete, and intensively aligned with curriculum delivery and assessment. Darling-Hammond (2017) suggests that adequate training is needed to help teachers refine their classroom teaching and develop learners' competencies in solving complex problems, dealing with challenging content, thinking critically, communicating effectively, and learning collaboratively. The statement explains why teachers should be constantly reminded that professional development is essential to equip them with expertise to deliver content in their teaching.

Leadership is a process of influence (Daniëls et al., 2019). What is suggested here is that the principal situated at the helm of school leadership has the responsibility to

influence teachers' participation in continuous professional development. Teachers' participation in developmental opportunities ideally affects and leads to the classroom quality teaching and learning. The literature reiterates the impact of leadership in sustaining continuous professional teacher development in schools (Hallinger et al., 2014; Leithwood, 2016; Day et al., 2016). The principal has the prerogative and the potential to create a conducive learning environment for good quality tuition of learners in the classroom and successful learner achievement.

4.2.3 Analysis and interpretation of research findings

A lack of instructional support leaves teachers taking decisions freely with no monitoring or accountability and less interest in professional development participation. The unsatisfactory education provisioning in some township schools is perpetuated by the lack of participation of teachers in occupational training programmes. However, there is a sporadic positive result for effectiveness as teachers reflect on skills development. The principal needs to be influential and encourage the participation of teachers in professional development for good quality education in schools.

Therefore, it can be wrapped up that the lack of instructional support from the principal makes it challenging for teachers to provide good quality teaching and learning, which subsequently negatively impacts learner achievement. The lack of support from the principal and the failure to communicate with teachers about professional development further aggravate the poor quality of education provisioning in township secondary schools.

4.3 THEME 2: MANAGING TEACHER PROFESSIONALISM THROUGH PROFESSIONAL TEACHER DEVELOPMENT

4.3.1 Data presentation

Admittedly it is the principal's prerogative to identify professional development needs for teachers and determine actions essential to promote professionalism to all teachers, as alluded by P1. The participating principals, deputy principals, departmental heads, and teachers articulate the importance of participation in

professional development. DH4 revealed that identifying teachers' development needs is an essential exercise to be completed by school leadership looking at *"…the passion, the eagerness, the readiness and most importantly the skills that the teacher possesses."* The process of needs identification is the initial step to managing teacher professionalism. DP4 spoke about IQMS, which has been amended to QMS as a valid document identifying teachers' developmental needs. Department of Basic Education presented IQMS as the document used to assist schools, particularly principals, in managing teacher professionalism, said DH1. In support of the process of need identification, DH3 said, *"… teachers' responsibilities are enshrined in the Education Labour Relation Council document under Personnel Administrative Measures document shared with all teachers."* DP2 further commented that teachers need to familiarise themselves with these documents to align their developmental needs to quality teaching and learning.

P2 confirmed the importance of IQMS: *"We have IQMS, the strategy that is government based, …that can be used by leadership to be able to have a summary of their workforce so that at the end they know where to support teachers, how to support teachers and…IQMS processes allow having their wishes in terms of professional teacher development."* When asked about teacher professionalism, DP2 stated that *"Most of the teachers, especially newly appointed teachers…are struggling with classroom management…and creating that balance between co-curricular activities and extra-curricular activities."* This response is an indication that the induction of newly appointed teachers is essential. DP1 agreed with DP2 about using the induction period to identify teachers' needs and develop a training plan for quality teaching and learning.

4.3.2 Support from literature

Personnel Administrative Measures (PAM), published in terms of the employment of Educators Act. 76 of 1996 (Department of Education, 1996) outlines the roles and responsibilities across all hierarchical positions of teachers. The PAM was last amended in 2016, stipulating that the dynamic South African education system should allow teachers to prepare learners to move with time changes and compete in the global economy. From this understanding, all teachers should receive instructional

support from the principal as they embark on flexible lifelong learning through professional development. Gumus & Ballibas (2016) state that managing professionalism requires the principal's supervision and influence to participate in professional development opportunities. In managing the process, the principal develops academic goals and provides support for teachers' professional development involvement (Kraft et al., 2018)

4.3.3 Analysis and interpretation of research findings

The poor participation of teachers in professional development emanates from the lack of instructional support and management expertise among some principals. Principals occupy an influential position and can inspire teachers to participate in training programmes relevant to their work. Participation in well organised developmental programmes may lead to the promotion of quality education in line with approved policies in the education system.

Implementing IQMS and QMS processes affords principals a better platform to plan, organize, coordinate, and reinforce teachers' professional competencies and build a sense of professionalism. Since some principals provide meagre encouragement for teachers to undertake lifelong learning and successful learner achievement, promoting quality teaching and learning becomes a daunting task for some teachers. Therefore, it can be concluded that the onus rests with the principal to manage the school satisfactorily, prioritise and promote the education of learners accordingly. Teachers' engagement in professional development opportunities encouraged by the principal undoubtedly provides skilled teachers and aligns with the competencies required of teachers in the 21st century.

4.4 THEME 3: INVOLVEMENT OF TEACHERS IN PROFESSIONAL DEVELOPMENT

4.4.1 Data presentation
Participation in professional development opportunities aims to equip or capacitate teachers in schools. P3 reported that in their school they

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…prepare teachers to be functional and productive in the classroom. The response is positive. Everybody wants to participate in their enrichment, help the school, help themselves, and help the community because well-developed teachers will produce good results.

P3 also noted that teachers are thirsty for knowledge. P2 mentioned that teachers are encouraged to get involved and engage in professional development to acquire a great deal of experience and competencies to make good lesson presentations in classroom teaching.

P4 raised a concern that not all teachers are positive about professional development opportunities. Even though teachers are encouraged to participate in developmental training, *"…teachers do not take it well when you indicate areas of weakness"*, said P2. In alleviating anxiety and encouraging participation, especially for long-serving experienced teachers, P4 advises that he prefers approaching teachers individually to ensure a buy-in towards taking part in organised, professional development in his school. DH3 and DH1 agree that newly appointed teachers are always willing to get involved and participate in professional development programmes. P4 said, *"There are those who are very keen, especially the young newly appointed teachers."* DH1 commented that teachers with long service in the education fraternity are reluctant to become involved in professional development owing to the "hallow effect" of claiming to know it all due to experience in the field.

DP2 expressed concern that teachers are not welcoming development endeavours because of the workload faced in school. *"Most of the time, teachers attend professional development training for compliance,"* said DP2. When asked about the involvement of teachers in professional development, DH4 stated, *"Teachers only go for professional development workshops to avail themselves and avoid being questioned on non-attendance."* In response to capping attendance for compliance's sake, P1 said, *"If teachers are to attend a professional development seminar, …we encourage them to work together within a department."* P1 also indicated that in her

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school, they encourage teachers who attend any form of a professional development programme to report to their immediate supervisor upon their return.

DP1 complained about teachers' reaction to engagement in professional development programmes by stating that "*teachers complain about time.*" As a result, few teachers can participate in professional development programmes. TD1 further added that unreasonable timeframes set for attending professional development programmes discourage and demotivate teachers. In dealing with issues of problematic timeframes, P1 stated that *"departments in the school should work together, …when one teacher is not available, a replacement needs to be sort in time."* She went on to say that the department in question would benefit from feedback given by the attendee. She noted that teachers in her school were encouraged to open up to her to address their challenges to avoid missing such developmental training opportunities.

DP4 said that *"teachers are registering with different institutions of higher learning as part-time students to upgrade their qualifications relating to education, to develop themselves in curriculum delivery."* P4 added that *"the young teachers, …aspire to improve themselves, …and as a result, they enjoy anything that has to do with their professional development."* TB1 commented on upgrading qualifications and said teachers become lifelong learners to avoid getting rusty. He emphasised that teachers' involvement in developmental training sharpens their minds and promotes quality teaching and learning in the classroom.

4.4.2 Support from literature

The effective skills development components have been identified for teachers in the literature (Darling-Hammond, 2017). Marquez et al. (2016) assert that teacher engagement in professional development improves teachers' knowledge and effectiveness. Effective professional development creates an opportunity for the teacher to implement and sustain learners' tuition in the classroom. Whitworth and Chiu (2014) assert that career advancement in education aims to support teachers in enhancing and improving learner achievement.

Teachers believe that professional development can help them become better equipped and enhance their classroom teaching (Fullan, 2013). However, not all forms of all professional development result in successful learner achievement and quality teaching and learning (Whitworth & Chiu, 2014). The authors suggest that engagement in professional development should be intrinsic so that the intended goal can be achieved. Livingston and Hutchinson (2017) posit that teaching and learning are complex processes that require professionally developed teachers. Therefore, it is essential that the principal continuously encourages and supports teachers to engage in professional development programmes.

Acknowledging that participation time is sometimes unreasonable, Livingston and Hutchinson (2017) assert that maintaining teaching expertise and continuous building of teachers' content knowledge and skills is essential and requires ongoing commitment. They, in essence, suggest that teachers' participation in professional development opportunities is crucial and needs time. As Thomas et al. (2015) would agree, professional development helps teachers implement skills learned during professional training to foster positive learner achievement.

4.4.3 Analysis and interpretation of research findings

School leaders, especially principals, undoubtedly represent well-positioned people who encourage teachers' involvement in professional development opportunities. The process should not end with encouragement towards participation. The principal should also provide instructional support to efficiently assure lifelong learning for teachers, positively impacting learner achievement. Further, considering factors that negatively affect teachers' involvement in professional development, the principal's prerogative is to support teachers and ensure that an effective professional teachers' learning plan is well presented. Such a plan should be crafted meticulously to entice teachers and make them keen on attending job training opportunities.

The positive engagement of teachers in skills development is essential for effectiveness in providing quality teaching and learning and enhancing successful learner achievement. Teachers react positively to development programmes when the principal provides instructional support and encourages professional development

opportunities. When the teachers' professional expertise is supported, the envisaged outcomes for positive learner achievement may be realized. Encouraging teachers to upgrade their qualifications with institutions of higher learning also forms an integral part of providing intensive, differentiated support to teachers. The endeavour can enable teachers to implement acquired skills to enhance quality tuition for learners in the classroom.

4.5 THEME 4: STRATEGIES TO SUSTAIN PROFESSIONAL TEACHER DEVELOPMENT IN SCHOOLS

4.5.1 Data presentation

There are various strategies outlined by participants that seek to sustain the professional development of teachers. P3 reported that efforts in school are made:

Our teachers are exposed to many activities like workshops organised by the Gauteng Department of Education. Teachers attend training programmes like Professional Learning Communities (PLCs), Integrated Quality Management System (IQMS), Performance Management Development System (PMDS) and many more district-initiated programmes.

P2 also noted that IQMS processes allow teachers to determine their developmental needs. She added that reports on school visits by the district and moderation reports are discussed to enhance professional development and the school leadership plan around the identified weaknesses. DP1 acknowledges intervention from the district office that the school receives an invitation to attend developmental workshops and seminars. Teachers are offered opportunities to take part in developmental programmes by districts.

Most participants are aware that the process of IQMS assists in teachers' developmental needs identification. DP1 said, *"schools in South Africa make use of IQMS where teachers complete their professional growth plan, …the PGP assists teachers to identify their developmental needs genuinely."* DP2 shared the same sentiments and added that champion teachers who are skilful and possess the

expertise of producing good results are requested to share their good practices. TC1 said, *"teachers in our school are encouraged to collaborate with teachers from our neighbouring schools to share content and also encourage each other to attend workshops organised by subject facilitators at the district."* Teachers utilise the subject content workshops to upskill themselves on content knowledge, said DH3.

DH4 said that teachers are encouraged to be part of PLCs as PLCs are one strategy that seeks to sustain teachers' professional development. DP3 added that during PLC meetings, teachers discuss processes of lesson planning which will ensure a successful lesson presentation. TC2 said that *"to conduct the successful lesson, I make sure that I plan for every lesson before teaching."* DP4 and DH3 concurred that it is a priority that in managing continuous professional development in the school, departmental heads hold monthly departmental meetings where discussions on the implementation of policy documents are held to verify readiness, lesson planning, and provisioning of quality teaching and learning. TB1 raised points that strategies that may assist in sustaining professional development are, firstly, for teachers to engage in Whole School Evaluation (WSE). Secondly, principals in the schools should recognise champion teachers and motivate them to share their expertise with other teachers.

4.5.2 Support from literature

Kraft and Papay (2014) agree that professional teacher development is the most effective strategy for providing teachers with quality teaching in schools. Therefore, the principal needs to provide instructional support for teachers' professional growth. Professional learning communities (PLCs) are effective organisational strategies (Kelly, 2015) that allow teachers to engage in collaborative discussions on content knowledge. These PLC discussions afford teachers the required expertise to sustain teachers' professional learning to improve their classroom teaching. Feldman and Fataar (2014) posit that PLCs can provide reflexive dialogical space and recursive conversations that focus on teachers' classroom teaching.

The principal encourages PLC formation and ensures that teachers understand their responsibility while guaranteeing collective ownership of norms, values, beliefs, goals,

mission, and vision to sustain school improvement (Marishane, 2016). Joint ownership encourages planning together as a team and effective implementation of strategies to maintain adequate professional teacher development. School leadership is at the centre of capacity building and empowering teachers through instructional support (Zepeda, 2014). Supported teachers explore innovative ways of improving their teaching for improved learner achievement through professional development programmes. Tooley & Connally (2016) assert that quality teaching and pursuing continuous improvements occur when teachers experience meaningful development linked to their identified developmental needs.

Department of Basic Education (2003) in Collective Agreement Number 8 of 2003 outlines the processes required for developmental needs identification by teachers through the Personal Growth Plan (PGP). Identified needs are collated in a School Improvement Plan (SIP) submitted to the district, and a District Improvement Plan is drafted and submitted to Head Office. The IQMS document is used as a tool to assist principals in their quest to sustain improvement levels, communicate values, and articulate their vision and mission in schools (Marishane & Mampane, 2019). Bush et al. (2009) acknowledge the involvement of the principal in curriculum planning and coordination and supporting teachers' learning through job-embedded training, which has a positive impact on learner achievement. Engaging teachers through all training policy documents enables a sustained improvement in teachers' professional learning and successful learner achievement.

4.5.3 Analysis and interpretation of research findings

From the relevant literature and interviews, professional teacher development is a significant organisational approach for schools to attain successful learner achievement. Although some of the participants claim that taking part in professional development programmes is just for compliance, it is evident that expertise in content knowledge is undoubtedly improved. The impact and improvement of professional development in its minor levels in terms of reflections rely on teachers' collaborative feedback during discussions in the PLC meetings.

The principal should provide instructional support to teachers by encouraging participation in PLCs and should form part of these PLCs. The effort gives the principal professional development experience and constructs continuous involvement in PLCs by all teachers. The principal must engage teachers in all developmental policies like IQMS, PMDS, QMS and any available professional development forum. The engagement goes a long way as it activates a teachers' sense of purpose and assists with sustained and successful learner achievement. If sustained through all strategies, effective professional teacher development provides a conducive learning and teaching environment with successful learner achievement.

4.6 THEME 5: PROMOTING QUALITY TEACHING AND LEARNING THROUGH PARTICIPATION IN PROFESSIONAL TEACHER DEVELOPMENT

4.6.1 Data presentation

Participants disclosed that it is essential for the school to have well-structured systems that promote quality teaching and learning. P2 said that *"We have well-structured systems in place, …the systems ensure that teachers engage in successful curriculum delivery."* TC1 commented that when systems are in place, it helps promote the quality of classroom tuition for learners in the school. DP2 mentioned that resources such as timetables, class registers, attendance registers and policy documents are used to support and promote learners' tuition in the school. She indicated that departmental heads are expected to report on curriculum coverage, and the support is given to teachers monthly. P3 suggested that they make resources available in their school, analyse learners' results, procure necessary resources that ensure that teachers are fully equipped in their respective classes.

Principals play an essential role in ensuring that teachers improve their teaching expertise, said P4. He further indicated that teachers are placed according to their professional qualifications concerning their subject specialisation. DH4 said, *"We engage teachers in team teaching and allow learners to improve their performance through extra lessons."* DP2 disclosed that teachers' participation in developmental programmes ensures that learners get support on tuition in the classroom. He added

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that a professionally developed teacher becomes well equipped with content knowledge to promote and support quality teaching and learning.

Looking at the link between professional teacher development and provisioning of quality teaching and learning, P4 recorded:

> *We have teachers participating in developmental programmes. They do so with the intention of ensuring that learners perform to their optimum. Teachers support learners emotionally and provide counselling to learners with challenges. All these efforts ensure that teachers get the necessary skills to support learners and promote quality teaching and learning through professional development. We do our level best.*

DP2 said, *"We have a school-based support team (SBST)…the team checks and analyse the results of our learners. They identify learners with learning barriers and prescribe support mechanisms to ensure smooth learning journey."* DP4 mentioned that SBST liaises with subject teachers to evolve means to address learners' challenges. He further indicated that subject teachers finding it difficult to achieve required results are capacitated through developmental training to improve teaching and learning. DH2 showed that teachers engage in team teaching to assist each other in ensuring that their teaching is improved. DP2 also shared the same sentiments: *we encourage team teaching to share knowledge and approach and teach different topics. "Teachers are constantly encouraged to engage in collaborative teaching…to enhance quality teaching and learning, to ensure that at the end of the day learners get quality education,"* said DH4.

The schools are using various methods to promote quality education. DP1 reported that in their school:

> *To promote quality teaching and learning, we focus on implementing policy, where teachers are allocated duties accordingly. We involve the school governing body (SGB) to procure relevant resources to make teaching and learning better in the classroom.*

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DP4 said that teachers develop a timetable for platooning learners per subject for extra lessons on weekends and during holidays in their school. He reiterated that the method improves teaching and learning and ensures better learner performance.

4.6.2 Support from literature

Not all principals can assist in developing plans to enable sustained and substantive continuous professional teacher development and successful learner achievement (Ferrier-Kerr et al., 2015). A strategy that may help principals is developing active professional learning communities (PLCs). PLCs are a form of career advancement forum where teachers expand capacity continuously and create a set of desired results (Department of Basic Education, 2011). Supportive and deliberative conversations about pedagogical capacitation are requirements for teachers' pedagogical learning (Feldman & Fataar, 2014) needed for quality teaching and learning and successful learner achievement. Kraft et al. (2018) reiterate that school leaders and teachers who participate in PLCs gain more experience in dealing with school context, and subsequently, quality teaching and learning may be enhanced.

Teachers participating in professional development know how to present their lessons in class (Whitworth & Chiu, 2015) and develop measures to deal with their competing challenges during teaching (Kennedy, 2016). When professional development is effectively provisioned, it changes the way teachers teach, and the change may lead to an increase in learner achievement (Whitworth & Chiu, 2015). Instructional leaders focus on teaching and learning, emphasising teacher capacitation (Marishane, 2016). Teacher capacity is directly linked to continuously developing teachers professionally to sustain teachers' lifelong learning status and the betterment of learner achievement.

4.6.3 Analysis and interpretation of research findings

Findings from the interviews, supported by the literature, show the extent to which the success of PLC participation depends on teachers' preparedness and willingness. It is expected that school leaders should provide instructional support and ensure that PLCs are developed. Teachers are more likely to embrace the PLC concept if

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principals are positively involved in developing meaningful PLCs. To build trust and create a conducive learning environment, the principal must establish professional and supportive conversations with teachers. Professional, supportive conversations involve planning before teaching, implementing progressive teaching strategies as per policy, and constantly reflecting on learner achievement. The concept of PLCs may work to the advantage of positive school outcomes, especially when the principal is supportive of the initiative.

The principal in several schools provides inadequate professional support to teachers participating in professional development programmes to link effective professional development and positive learner achievement. The school leadership should emphasise feedback in a collaborative forum for all affected teachers in the content training. The feedback process is vital to harness change and infuse it into quality teaching to benefit all teachers and ultimately for positive learner achievement. The collaborative effort facilitates long-term professional growth for teachers and capacitates teachers with relative skills to solve professional practice problems in context. The absence of connection between leadership and teaching and learning becomes detrimental to learner achievement in the school. In particular, the school leadership should facilitate the desire to create PLC forums with a supportive and deliberate set of conversations on the pedagogical capacity required for successful learner achievement.

4.7 SUMMARY OF CHAPTER

This chapter presents the results obtained from participant interviews, literature findings, and findings interpretation. When analysing the themes arising from the data, it was found that participation in professional teacher development and the formation of professional learning communities lacks instructional support from principals, leading to diminished learner achievement in the school. This weakness directly contrasts with the GDE's mission and vision, which prescribes the quality provisioning of education in schools.

Participation of teachers in occupational training programmes supports the provision of quality education. Professional development participation further sustains teachers' content knowledge and provides a better chance of quality teaching in the classroom. Although some teachers are eager to attend to professional development, not all teachers bear a positive contribution towards classroom teaching. An immediate highlight to the outcome is measured by the learner achievement level in the school. For this reason, the principal as an instructional leader provides instructional support to teachers, which may lead to positive school outcomes.

Upskilling teachers across various developmental opportunities sustain lifelong learning and promote good quality education. Although some principals provide instructional support, the level of feedback and reflection after attending professional development seems to be lacking. The engagement of the principal in developing the intervening strategies such as developing functional PLCs and initiating professional, supportive conversation forums in the school may lead to sustained professional development and positive learner achievement. The upcoming Chapter 5 brings the study to a conclusion. The chapter summarises the main aspects discussed and the findings according to each theme arising from the data. The recommendations and conclusions drawn provided study delimitations and limitations.

CHAPTER 5

STUDY SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS FOR FURTHER RESEARCH

5.1 INTRODUCTION

In the previous chapter, data presentation was dealt with, and support from the literature affirmed the findings from the presented data. From the analysis, the results are interpreted to align with the study. This chapter contains a summary of all the chapters in this study. The chapter provides a discussion of the findings, presents the research delimitations and limitations, and concludes the study with recommendations and conclusions.

5.2 SUMMARY OF THE CHAPTERS

The summary for each chapter provides critical aspects as per discussions. In each chapter, the summary is formulated to understand better the rationale for undertaking this study. All chapters outline processes followed to obtain the results.

5.2.1 Chapter 1

The introduction and background of the research problem regarding the sustainability of professional teacher development by principals in township secondary schools are outlined in this chapter. A detailed rationale supports the study in which the researcher, as a teacher and a teacher development official, used his experiences regarding the participation of teachers in developmental opportunities. The purpose of the study was to examine the principal's instructional leadership perspective on teacher professional teacher development with particular reference to township secondary schools.

Research questions were structured in terms of actions essential, challenges experienced, the process followed to address challenges encountered, and the

strategies applied to sustain professional teacher development and improve education provisioning in township secondary schools. The conceptual framework model outlines the type of work required for the principal to promote quality education.

The chapter introduced the research methodology and research design to be applied in the study. A discussion on the data collection strategy, plans, and sampling processes was outlined. Data analysis procedures were briefly discussed. The study's limitations were briefly presented together with ethical considerations. The study's trustworthiness and credibility were outlined and followed by a chapter summary.

5.2.2 Chapter 2

This chapter reviewed literature locally and internationally dealing with issues relating to sustaining effective teacher career advancement in South African township secondary schools. The research interpretivism paradigm was adopted and included ontological and epistemological assumption discussions. The literature on instructional leadership as a leadership construct was reviewed to determine the benefits of principals practising as instructional leaders. Literature on influencing factors on quality education provisioning in schools was reviewed. These factors include creating a positive and conducive learning environment, knowledge of curriculum dynamics and learning programmes, understanding the current curriculum policy framework and the implementation, providing instructional support to teachers, and strategies applied by schools to sustain effective professional teacher development. Effective professional teacher development promotes quality teaching and learning for positive learner achievement in schools.

5.2.3 Chapter 3

The research methodology, research design, and data collection for this study are explained in this chapter. The research followed the qualitative research methodology, and the research design used was a case study design that assisted in obtaining responses from a purposively selected sample of participants. Through purposive sampling, research sites and participants were sampled. Before fieldwork, research

sites and participants were visited to familiarise the researcher with participants and research sites.

Semi-structured interviews were used to collect data where a field notes guide was used to probe participants for rich feedback in their responses. The credibility and trustworthiness of the data collected were established, and the study's limitations were discussed. Participants' recordings, field notes, and transcripts were packaged and stored safely. The codes for sites and participants were generated, and through these codes, themes were created. The created themes were used to present the data, review the literature for support, interpret and analyse the findings. Through thematic data analysis, findings were made and recorded. The researcher observed and adhered to all ethical issues relating to this research study.

5.2.4 Chapter 4

This chapter focuses on and discusses the results obtained from the participants' interviews. The chapter further provides discussions and presentations of generated themes from participants' responses. The developed themes were as follows:

- *Theme 1: Sustain continuous professional teacher development – the leadership perspective;*
- *Theme 2: Managing teacher professionalism through professional teacher development;*
- *Theme 3: Involvement of teachers in professional development opportunities;*
- *Theme 4: Strategies to sustain professional teacher development in schools; and*
- *Theme 5: Promoting quality teaching and learning through participation in professional development.*

Data were presented for each theme as provided by participants. The literature was reviewed to provide outlined information from the generated themes derived from participants' responses. In a way that agrees with findings from literature and

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participants' responses, each theme has been analysed and interpreted. These research findings were made and recorded in this chapter.

5.2.5 Chapter 5

This chapter focuses on summaries of previous chapters and discusses the results obtained from the findings. The research delimitations, limitations of the study, recommendations, and conclusions are discussed.

5.3. SUMMARY OF FINDINGS

The summary of the research findings based on the collected data and the themes generated in line with research questions in the previous chapter is presented here. This final chapter focuses on the study's delimitations and limitations, provide recommendations for further research to sustain professional teacher development in township secondary schools and finalises the study with conclusions.

5.3.1 Sustaining continuous professional teacher development: the leadership perspective

The theme is generated from the main research question. The participants revealed that school leaders, particularly the principal, influence teachers' participation in professional development opportunities. The principal should provide instructional support to teachers and consistently encourage participation in developmental training. It is evident that when teachers are developed, their content knowledge and expertise in their classroom teaching become better. The principal should develop strategies to ensure that teachers support professional development to promote quality classroom tuition and improve learner attainment.

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5.3.2 Managing teacher professionalism through professional teacher development

Managing teacher professionalism is an action required from the principal and through the first secondary question, this theme is developed. In all public secondary schools, teachers are expected to conduct themselves professionally when they execute their teaching in the classroom. One aspect that leads to a lack of professionalism from a teacher is when a teacher lacks subject content knowledge during their teaching. A teacher with limited subject content knowledge deprives learners of a chance to enjoy quality tuition in the classroom. Therefore, it is the principal's prerogative and duty to identify teachers' needs and recommend an appropriate skills development programme to help the teacher close the identified gaps. The principal needs to use policy documents like a quality management system (QMS) to apprise teachers and identify teachers' needs without diminishing their teaching confidence. A well-developed teacher will teach learners better and may produce positive school outcomes.

5.3.3 Involvement of teachers in professional development opportunities

The second secondary research question speaks to challenges experienced in professional teacher development. This theme is based on the level of involvement of teachers in professional development opportunities. The participants believe that attending professional development programmes improves their classroom teaching. As confirmed by one school principal, most teachers are hungry for knowledge and professional development opportunities to acquire more knowledge and various skills and approaches to their classroom teaching. Although most teachers take up professional development opportunities, very few provide feedback which creates a loophole in common lesson preparations. Teachers who participate in professional development training should provide feedback. The principal should ensure that such reports are shared with other teachers to sustain the involvement of teachers in professional development opportunities. A deputy principal in one of the participating schools indicated that teachers' participation in professional development assists other

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teachers in sharpening their minds, improving their classroom teaching, and enriching their professional expertise to promote quality teaching and learning.

5.3.4 Strategies to sustain professional teacher development in schools

This theme is based on how the principal as instructional leaders addresses challenges experienced in professional teacher development. Although participants claimed that teachers often attend developmental training when made available, the strategy requires the principal to provide support. Teachers are supposed to be lifelong learners, given that the system of education across the world is dynamic. To remain up-to-date with all related changes, teachers must continuously engage in developmental opportunities as they are targeted to deliver sustainable quality education in schools. For this reason, the implementation of all strategic endeavours is adhered to completely. Teachers' professional competencies need to be constantly resuscitated through professional development opportunities. Formulation of PLCs to address the challenges experienced in schools assists teachers' preparedness in facing any form of challenge. One participant expressed concern about the lack of teachers' involvement during the preparation of whole school improvement (WSI). He believes that such processes will lead teachers to improve their professional development responsibilities should they become involved. He reiterated that such a process might form part of strategies to sustain school professional teacher development.

The quality management system processes prepare and assist the principal to know the exact required skills development needs of teachers. It is, therefore, imperative that the principal ensure the implementation and participation of teachers in QMS. Gaps in teachers' developmental needs are grouped through these systems, and relative developmental training is arranged to close such gaps. To sustain professional teacher development in a school, the principal must play a pivotal role in ensuring sustainability by considering various strategies for engaging teachers in professional development programmes.

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5.3.5 Promoting quality teaching and learning through participation in professional development

The last theme identifies professional development strategies applicable to refine professional teacher development in schools. It is the vision and mission of DBE that the promotion of quality education provisioning in schools is prioritised. Participation in occupational training forums and utilising learning management systems in schools are strategies meant to promote quality teaching and learning. As confirmed by one departmental head, they constantly monitor teachers, do class visits, and hold regular departmental meetings to support teachers. Schools set targets to ensure that departmental priorities are met for quality teaching and learning. She added that consistent checking and control of learners' workbooks and test-books is one traditional strategy used to verify whether a teacher requires developmental support on subject content knowledge. All participants confirmed that professional development opportunities aim to promote quality education in schools.

5.4 RESEARCH DELIMITATIONS

The study was delimited to the experiences regarding professional teacher development of principals, deputy principals, departmental heads, and two post level 1 teachers in four township secondary schools in the Tshwane South District of Gauteng Province. Township secondary schools in other communities were excluded from the study to ensure quality. The inclusion of township secondary schools from other districts would have prolonged the completion of the study.

5.5 LIMITATIONS OF THE STUDY

Although the study was based on a case study, and the sample included only four township secondary schools where only 20 participants were interviewed, the study quality will not be compromised. Given that this is a dissertation of limited scope, the number of sites covered is limited. The study focused only on township secondary schools and did not extend to all public and independent schools. Due to the limited

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sample size, the findings cannot be regarded as representative of the same phenomenon in all township secondary schools in the country.

5.6 CONCLUSIONS

Since the study considered a small sample of township secondary schools and their experiences of participation in professional development by teachers in their schools, its findings cannot be generalised to the whole population. However, the study revealed essential information that principals need to acquire relating to sustained professional teacher development and successful learner achievement. Findings from this study include the following: the principal must be available and prepared to monitor practices; ensure that teachers are promoting quality learning in the classroom; encourage teachers to participate in PLCs; influence and promote professional, supportive conversations amongst teachers; engage in the process of identifying teachers' professional development needs; support, take initiatives in formulating PLCs and participate in PLCs to lead by example; incorporate instructional leadership as a leadership construct that supports provision of quality education; implement curriculum policy documents for the attainment of successful learner achievement. The study also revealed that principals must define the work required to promote the quality of education in the school.

Efforts made in schools by teachers to participate in training programmes have proven to be inadequate. The inadequate sustainment of continuous participation in professional teacher development is due to principals' lack of instructional support. Teachers are the custodians of promoting the quality tuition of learners in the classroom. Therefore, the school principals must provide instructional support for better curriculum provisioning in the school.

The study found that principals experience challenges when managing the participation of teachers in professional development. Teachers who attend professional development training are often reluctant to provide feedback to colleagues in their departments. It is for this reason that professional capacitation becomes individualised. The expertise and skills acquired during participation are not

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shared with other teachers. Although most teachers participate in professional development opportunities, developmental training times have often proved to be a concern. Developmental training is scheduled after tuition during the week and during the holiday period when teachers are resting. For this reason, most teachers do not attend training organised during school hours. Teachers have indicated that at that time, they are exhausted, and their attendance at professional development programmes becomes unproductive.

5.7 RECOMMENDATIONS

The Department of Basic Education promulgates quality education provisioning in schools. In this study, participants stated that participation in professional teacher development is critical to promoting good quality education. Although several studies have been carried out internationally, much still needs to be done to address continuous professional teacher development in township secondary schools. Below is a list of recommendations arising from this study:

- A study of this nature could be conducted in urban public schools, particularly city and independent schools, to determine how they respond to the interview questions. Such a study might reveal a different picture regarding how they may view professional teacher development in their school context.

- Principals should align their school year plans with all professional teacher development programmes during the planning stage at the beginning of each academic year. Such alignment will enable teachers to understand that they must keep abreast of the dynamic nature of the education system to promote quality teaching and learning.
- As they hold an influential position in the schools, principals must influence teachers to participate in career advancement opportunities to sustain and enhance learner achievement. This endeavour will improve school outcomes and job satisfaction for better curriculum provisioning and successful learner performance.

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- The Integrated Strategic Planning Framework for Teacher Education and Development in South Africa (ISPFTED) provides the basis for all teacher education and skills development programmes. Schools must familiarise themselves with the document since it identifies teacher competence as the critical element in promoting quality teaching and learning.

- Principals should promote and encourage continuous professional teacher development while providing instructional support to teachers. Such an effort will go a long way in ensuring that teachers become lifelong learners who present improved teaching levels in classrooms.

5.8 IMPLICATIONS FOR FURTHER RESEARCH

While this study focused on principals as instructional leaders to sustain professional teacher development in township schools, there is a need to study the impact of continuous professional teacher development on learner achievement and professional learning to promote quality education delivery in schools. Therefore, the researcher suggests an impact study on the following: teachers' attendance to professional development opportunities on learner achievement; the effective teachers' professional development strategies to sustain quality learning and teaching in schools; and the impact of principals' instructional leadership on principal school outcomes.

Utilising available resources is a mandatory duty of principals and an essential part of their job description. For this reason, a further suggestion is for a quantitative study to be conducted into the recruitment, preparing, inducting, and developing teachers' pedagogical capacity to deliver quality teaching and learning in schools. The study of this nature and scope will promote multidisciplinary operations and coordination expertise in schools regarding engagement in supportive conversations of teachers for improved learner competencies.

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APPENDICES

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education

Date: /03/2020

LETTER TO THE PRINCIPAL

Dear Principal,

Invitation to participate in an interview

I am a student at the University of Pretoria currently registered for an MEd degree. I am conducting a study into *professional teacher development in township schools*. The purpose of the study is to examine the instructional leadership role of principals in professional teacher development with specific reference to township schools. The study findings will significantly benefit curriculum leadership and management in our changing education context. Your school has been selected as part of my study, in which interviews will be held with the principal, deputy principal, departmental heads and post level 1 teacher. This study involves members of the School Management Teams and teachers in selected secondary schools in the Tshwane South District. Knowledge derived from the study's findings will be critical for the school management to improve the quality of teaching and learning in their contexts. For this reason, I am inviting you to participate in an audio-recorded interview session(s) that will last for 45 minutes per participant at your school.

I would like to assure you that the following ethical principles will be adhered to in the study:

- The identity of both the school and the educators involved in this study will be protected as only pseudonyms and codes will be used.

- Participation in this study is voluntary, and participants have the right to withdraw at any time they wish.

- The results from the participants will be treated confidentially as recordings from the interviews will be only accessed by the researcher and his supervisors.

- Kindly complete and sign the attached consent form if you agree to be part of the study.

Yours Sincerely

Name

Mr Kgobe Lebotha Isaac

85

Faculty of Education

CONSENT TO PARTICIPATE IN THIS STUDY

If you would like to participate, please sign the attached consent form

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits, and anticipated inconvenience of participation.

I have read and understood the study as explained in the information sheet. I have had sufficient opportunity to ask questions and am prepared to participate in the study. I understand that my participation is voluntary and that I am free to withdraw at any time. I am aware that the findings of this study will be anonymously processed into a research report.

I agree to the audio recording of the interview session(s).

I have received a signed copy of the informed consent agreement.

Full name of participant: _____

Signature of participant: _____ Date: _____

Full name(s) of researcher(s): _____

Signature of researcher: _____ Date: _____

For any information, don't hesitate to get in touch with me at 082 488 9095 or email lebothalakgobe@yahoo.com or my Supervisor Prof RN Marishane at 012 420 5513 or email nylon.marishane@up.ac.za

Your cooperation in this regard is highly appreciated.

Yours sincerely,

Mr LI Kgobe

Faculty of Education

LETTER TO THE DEPUTY PRINCIPAL

Date: /03/2020

Dear Deputy Principal

Invitation to participate in an interview

I am a student at the University of Pretoria currently registered for an MEd degree. I am conducting a study into *professional teacher development in township schools*. The purpose of the study is to examine the instructional leadership role of principals in professional teacher development with specific reference to township schools. The study results will significantly benefit curriculum leadership and management in our changing education context. Your school has been selected as part of my study, in which interviews will be held with the principal, deputy principal, departmental heads and post level 1 teacher. This study involves members of the School Management Teams and teachers in selected secondary schools in the Tshwane South District. Knowledge derived from the study's findings will be critical for the school management to improve the quality of teaching and learning in their contexts. For this reason, I am inviting you to participate in an audio-recorded interview session(s) that will last for 45 minutes per participant at your school.

I want to assure you that the following ethical principles will be adhered to in the study:

- The identity of both the school and the educators involved in this study will be protected as only pseudonyms and codes will be used.

- Participation in this study is voluntary, and participants have the right to withdraw at any time they wish.

- The results from the participants will be treated confidentially as recordings from the interviews will be only accessed by the researcher and his supervisors.

Kindly complete and sign the attached consent form if you agree to be part of the study.

Yours Sincerely

Mr Kgobe Lebotha Isaac

CONSENT TO PARTICIPATE IN THIS STUDY

> If you would like to participate, please sign the attached consent form
>
> I, _____(participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits, and anticipated inconvenience of participation.

I have read and understood the study as explained in the information sheet. I have had sufficient opportunity to ask questions and am prepared to participate in the study. I understand that my participation is voluntary and that I am free to withdraw at any time. I am aware that the findings of this study will be anonymously processed into a research report.

I agree to the audio recording of the interview session(s).

I have received a signed copy of the informed consent agreement.

Full name of participant: _____

Signature of participant: _____ Date: _____

Full name(s) of researcher(s): _____

Signature of researcher: _____ Date: _____

For any information, please contact me at 082 488 9095 or email lebothalakgobe@yahoo.com or my Supervisor Prof RN Marishane at 012 420 5513 or email nylon.marishane@up.ac.za

Your cooperation in this regard is highly appreciated.

Yours sincerely,

Mr LI Kgobe

Faculty of Education

LETTER TO THE DEPARTMENTAL HEAD

Date: /03/2020

Dear Departmental Head,

Invitation to participate in an interview

I am a student at the University of Pretoria currently registered for an MEd degree. I am conducting a study into *professional teacher development in township schools*. The purpose of the study is to examine the instructional leadership role of principals in professional teacher development with specific reference to township schools. The study results will significantly benefit curriculum leadership and management in our changing education context. Your school has been selected as part of my study, in which interviews will be held with the principal, deputy principal, departmental heads and post level 1 teachers. This study involves members of the School Management Teams and teachers in selected secondary schools in the Tshwane South District. Knowledge derived from the study's findings will be critical for the school management to improve the quality of teaching and learning in their contexts. For this reason, I am inviting you to participate in an audio-recorded interview session(s) that will last for 45 minutes per participant at your school.

I would like to assure you that the following ethical principles will be adhered to in the study:

- The identity of both the school and the educators involved in this study will be protected throughout the study as only pseudonyms and codes will be used.

- Participation in this study is voluntary, and participants have the right to withdraw at any time they wish.

- The results from the participants will be treated confidentially as recordings from the interviews will be only accessed by the researcher and his supervisors.

Kindly complete and sign the attached consent form if you agree to be part of the study.

Yours Sincerely

Mr Kgobe Lebotha Isaac

Faculty of Education

CONSENT TO PARTICIPATE IN THIS STUDY

> If you would like to participate, please sign the attached consent form
>
> I, _____(participant name), confirm that the person asking my
>
> consent to take part in this research has told me about the nature, procedure, potential benefits, and
>
> anticipated inconvenience of participation.

I have read and understood the study as explained in the information sheet. I have had sufficient opportunity to ask questions and am prepared to participate in the study. I understand that my participation is voluntary and that I am free to withdraw at any time. I am aware that the findings of this study will be anonymously processed into a research report.

I agree to the audio recording of the interview session(s).

I have received a signed copy of the informed consent agreement.

Full name of participant: _____

Signature of participant: _____ Date: _____

Full name(s) of researcher(s): _____

Signature of researcher: _____ Date: _____

For any information, please contact me at 082 488 9095 or email lebothalakgobe@yahoo.com or my Supervisor Prof RN Marishane at 012 420 5513 or email nylon.marishane@up.ac.za

Your cooperation in this regard is highly appreciated.

Yours sincerely,

Mr LI Kgobe

Faculty of Education

LETTER TO THE TEACHER

Date: /03/2020

Dear Teacher,

Invitation to participate in an interview

I am a student at the University of Pretoria currently registered for an MEd degree. I am conducting a study into *professional teacher development in township schools*. The purpose of the study is to examine the instructional leadership role of principals in professional teacher development with specific reference to township schools. The study results will significantly benefit curriculum leadership and management in our changing education context. Your school has been selected as part of my study, in which interviews will be held with the principal, deputy principal, departmental heads and post level 1 teachers. This study involves the participation of members of the School Management Teams and teachers in selected secondary schools in the Tshwane South District. Knowledge derived from the study's findings will be critical for the school management to improve the quality of teaching and learning in their contexts. For this reason, I am inviting you to participate in an audio-recorded interview session(s) that will last for 45 minutes per participant at your school.

I would like to assure you that the following ethical principles will be adhered to in the study:

- The identity of both the school and the educators involved in this study will be protected throughout the study as only pseudonyms and codes will be used.

- Participation in this study is voluntary, and participants have the right to withdraw at any time they wish.

- The results from the participants will be treated confidentially as recordings from the interviews will be only accessed by the researcher and his supervisors.

Kindly complete and sign the attached consent form if you agree to be part of the study.

Yours Sincerely

Name

Mr Kgobe Lebotha Isaac

CONSENT TO PARTICIPATE IN THIS STUDY

If you would like to participate, please sign the attached consent form

I, _____(participant name), confirm that the person asking my

consent to take part in this research has told me about the nature, procedure, potential benefits, and

anticipated inconvenience of participation.

I have read and understood the study as explained in the information sheet. I have had sufficient

opportunity to ask questions and am prepared to participate in the study. I understand that my

participation is voluntary and that I am free to withdraw at any time. I am aware that the findings of

this study will be anonymously processed into a research report.

I agree to the audio recording of the interview session(s).

I have received a signed copy of the informed consent agreement.

Full name of participant: _____

Signature of participant: _____ Date: _____

Full name(s) of researcher(s): _____

Signature of researcher: _____ Date: _____

For any information, please contact me at 082 488 9095 or email lebothalakgobe@yahoo.com or my

Supervisor, Prof RN Marishane, at 012 420 5513 or email nylon.marishane@up.ac.za

Your cooperation in this regard is highly appreciated.

Yours sincerely,

Mr LI Kgobe

INTERVIEW FIELD NOTES GUIDE

Interviewer's name: <u>Lebotha Kgobe</u>   Participant's Pseudonym : _____

Site Code Name: **S.S** ____   Date: _____/_____/2020

Starting time: _____:_____   Ending time: ____:_____

Instructions:

1. Interviewer should outline the purpose of the study to participants.:

(The purpose of this study is to examine the instructional leadership role of principals in professional teacher development in township schools).

2. The researcher must state the main research question for the benefit of participants.:

 (How can principals, as instructional leaders, sustain professional teacher development in township schools)?

3. State secondary research questions to set clear grounds for relevant data collection.:

- What are instructional leadership actions essential for secondary school to develop teachers professionally?
- What challenges do secondary school principals as instructional leaders experience in professional teacher development?
- How do secondary school principals as instructional leaders address challenges they experience in professional teacher development?
- Which professional teacher development strategies can principals as instructional leaders apply to improve professional teacher development in their schools?

4. Duration for each interview session should last up to at least 45 minutes.

Dimension 1	Understanding Instructional leadership for professional development
Question: a.	
b.	

93

c.	
d.	

Dimension 2	Actions essential for professional development.
Question: a.	
b.	

c.	
d.	

Dimension 3	Challenges experienced against professional development.
Question: a.	
b.	

c.	
d.	

Dimension 4	Strategies for instructional leadership (SMT) /professional development (PL1).
Question: a.	
b.	

c.	
d.	

INTERVIEW SCHEDULE FOR SMT   **APPENDIX F**

Name: <u>Kgobe Lebotha Isaac</u>   **Student Number: <u>14096073</u>**

Field of Study: <u>M.Ed in Education Management Law and Policy</u>

Institution: <u>University of Pretoria</u>

Topic: Principals' instructional leadership perspectives on teacher professional development in township schools.

Semi-structured interview schedule:

1. Dimension: Understanding instructional leadership for professional development

Questions: a. What are your professional development priorities in the school as an instructional leader?
   b. How would you go about promoting the continuous professional development of teachers?
   c. What critical aspects of instructional leadership are practised to facilitate quality teaching and learning in the school?
   d. How do you promote quality teaching and successful learner achievement in the school?

2. Dimension: Actions essential for professional development

Questions: a. How do you identify professional teachers' development needs?
   b. What professional teacher development programmes are made available for teachers?
   c. What are the everyday developmental needs for teachers?
   d. How do you align identified needs to professional development?

3. Dimension: Challenges experienced for professional development

Questions: a. What can you say about your experiences regarding your physical presence in teaching and learning?
   b. How are teachers reacting to engagement in professional development programmes?
   c. To what extent are teachers involved in professional development?
   d. How do you ensure that formative assessment development is enhanced in the school?

4. Dimension: Strategies for instructional leadership

Questions: a. What tasks do you regard as a priority for instructional leadership?
   b. According to your understanding, do you think the current curriculum policy documents express the expectations of an instructional leader?
   c. What measures are in place to support and promote teaching and learning?
   d. How do you develop professional, supportive conversations and trust amongst teachers in the school?

INTERVIEW SCHEDULE FOR TEACHERS **APPENDIX G**

Name: <u>Kgobe Lebotha Isaac</u> **Student Number: <u>14096073</u>**
Field of Study: <u>MEd in Education Management Law and Policy</u>

Institution: <u>University of Pretoria</u>

Topic: Principals' instructional leadership perspectives on teacher professional
development in township schools.

Semi-structured interview schedule:

1. Dimension: Understanding professional development
Questions: a. What are your professional development priorities in the school as a
teacher?
b. How would you go about promoting continuous professional
development to your colleagues?
c. What critical aspects of professional development are practised to
facilitate quality teaching and learning in the school?
d. How do you promote quality teaching, learning and successful learner
achievement in the school?

2. Dimension: Actions essential for professional development
Questions: a. How do you identify professional teachers' development needs?
b. What professional teacher development programmes are made
available for teachers?
c. What are the everyday developmental needs of teachers?
d. How do you align identified needs with professional development?

3. Dimension: Challenges experienced for professional development
Questions: a. What can you say about your experiences regarding your physical
presence close to teaching and learning?
b. What is your reaction to engagement in professional
development programmes?
c. To what extent are teachers involved in professional development?
d. How do you ensure that formative assessment development is
enhanced in the school?

4. Dimension: Strategies for professional development
Questions: a. Which teaching and learning strategies do you regard as effective?
b. In your understanding, do you think the current curriculum policy
documents express the expectations of a teacher?
c. What measures are in place to support and promote teaching and
learning in your school?
d. How do you develop professional, supportive
conversations and trust amongst teachers in the school?

GDE RESEARCH REQUEST FORM

REQUEST TO CONDUCT RESEARCH IN INSTITUTIONS AND/ OR OFFICES OF THE GAUTENG DEPARTMENT OF EDUCATION

1. PARTICULARS OF THE RESEARCHER

1.1	**Details of the Researcher**	
Surname and Initials:	KGOBE L.I	
First Name/s:	LEBOTHA ISAAC	
Title (Prof / Dr / Mr / Mrs / Ms):	Mr	
Student Number (if relevant):	14096073	
ID Number:	741214 5432 08 4	

1.2	**Private Contact Details**	
Home Address	*Postal Address (if different)*	
139 PHUDUFUFU STREET	**P.O BOX 978**
KALAFONG HEIGHTS, Ext.33	**ATTERIDGEVILLE**
ATTERIDGEVILLE	
Postal Code: 0008	*Postal Code: 0008*
Tel:	
Cell: 082 488 9095 / 081 386 4426	
Fax:	
E-mail: Lebotha.Kgobe@gauteng.gov.za / lebothalakgobe@yahoo.com	

CONDITIONS FOR CONDUCTING RESEARCH IN GDE

Permission may be 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.*

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 to 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. If incomplete, an amended Research Approval letter may be requested to conduct research in the following 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 an electronic copy of the research.*
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.*

DECLARATION BY THE RESEARCHER	
1. I declare that all statements made by myself in this application are true and accurate.	
2. I accept the conditions associated with the granting of approval to conduct research and undertake to abide by them.	
Signature:	
Date:	**24/06/2019**

NB. If a group of Students / Researchers will be conducting the same research in the same / different GDE Institutions, Annexure A (attached) must be completed and signed by each researcher.

DECLARATION BY SUPERVISOR / PROMOTER / LECTURER	
I declare that: (Name of Researcher): Mr. KGOBE LEBOTHA ISAAC	
1. is enrolled at the institution / <u>employed by the organisation to which the undersigned is attached.</u>	
2. The questionnaires / structured interviews /tests meet the criteria of: • *Educational Accountability* • *Proper Research Design* • *Sensitivity towards Participants* • *Correct Content and Terminology* • *Acceptable Grammar* • *Absence of Non-essential / Superfluous items*	
Surname:	**MARISHANE**
First Name/s:	**RAMODIKOE NYLON**

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Institution / Organisation:	**UNIVERSITY OF PRETORIA**
Faculty / Department (where relevant):	**EDUCATION**
Telephone:	**012 420 5513**
Fax:	**012 420 3581**
E-mail:	**Nylon.marishane@up.ac.za**
Signature:	
Date:	**24/06/2019**

N.B. This form (and all other relevant documentation where available) may be completed and forwarded electronically to Diane.Buntting@gauteng.gov.za The last two pages of this document must, however, have the original signatures of both the researcher and his/her supervisor or promoter. (For Group Research Annexure A, must also have original signatures.) These pages may be faxed to (086 594 1781) or hand delivered (in a sealed envelope) to Diane Buntting, Room 509, 111 Commissioner Street, Johannesburg. All enquiries pertaining to the status of research requests can be directed to Diane Buntting on tel. no. 011 843 6503.

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GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

	8/4/4/1/2

GDE AMENDED RESEARCH APPROVAL LETTER

Date:	18 February 2020
Validity of Research Approval:	04 February 2020 – 30 September 2020
	2019/112A
Name of Researcher:	Kgobe L.I
Address of Researcher:	139 Phudufufu Street
	Kalafong Heights, Ext 33
	Atteridgeville, 0008
Telephone Number:	082 488 9095/081 386 4426
Email address:	Lebotha.Kgobe@gauteng.gova.za/
	lebothalakgobe@yahoo.com
Research Topic:	Professional teacher development in township schools: Instructional leadership perspective.
Type of qualification	Masters
Number and type of schools:	Four Secondary Schools
District/s/HO	Tshwane South

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved 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.

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

26|02|2020

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Making education a societal priority

Office of the Director: Education Research and Knowledge Management
7th Floor, 17 Simmonds Street, Johannesburg, 2001
Tel: (011) 355 0488
Email: Faith.Tshabalala@gauteng.gov.za
Website: www.education.gpg.gov.za

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1. 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.
4. A letter / document that outline 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. If incomplete, an amended Research Approval letter may be requested to conduct research in the following 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/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
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

Mr Gumani Mukatuni
Acting CES: Education Research and Knowledge Management

DATE: 26|02|2020

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GAUTENG PROVINCE
Department Education
REPUBLIC OF SOUTH AFRICA

TO: **The Principal**

FROM: **Mrs. Hilda Kekana**
District Director: Tshwane South

DATE: **9th March 2020**

SUBJECT   :   **PERMISSION TO CONDUCT RESEARCH AT AN EDUCATION INSTITUTION**

Dear Sir/ Madam

Permission is hereby granted to **Mr. Lebotha Kgobe** to conduct an academic research at your institution.

The researcher shall make arrangements for research with the school management. The school staff, learners and SGB are requested to co-operate with and give support to the researcher. Research findings and recommendations are critical for policy review in public education sector.

The researcher may however not disrupt the normal school programme in the course of research. The research may only take place between the months of February and September. Attached are other conditions to be observed by the researcher.

The school may request for the research outcome presentation directly from the researcher or obtain research document from Research & Knowledge Management Directorate at GDE Head Office.

Regards

Mrs H.E. Kekana
District Director: Tshwane South
Date: 09 / 03 / 2020

Making education a societal priority

Office of the District Director: Tshwane South
(Mamelodi/Eersterust/Pretoria East/Pretoria South/Atteridgeville/Laudium)
President Towers building, 265 Pretorius Street, Pretoria, 0002
Private Bag X198, Pretoria, 0001   Tel: (012) 401 6317;   Fax: (012) 401 6318
Website: www.education.gpg.gov.za