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<td>CPD</td>
<td>Continuing Professional Development</td>
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<td>CPTD</td>
<td>Continuing Professional Teacher Development</td>
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<td>DAS</td>
<td>Developmental Appraisal System</td>
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<td>DBE</td>
<td>Department of Basic Education</td>
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<td>DSG</td>
<td>Developmental Support Group</td>
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<td>DTDC</td>
<td>District Teacher Development Centres</td>
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<td>ELRC</td>
<td>Education Labour Relations Council</td>
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<td>GDE</td>
<td>Gauteng Department of Education</td>
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<td>INSET</td>
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<td>PTDI</td>
<td>Provincial Teacher Development Institutes</td>
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<tr>
<td>REQV</td>
<td>Relative Education Qualification Value</td>
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<td>RSA</td>
<td>Republic of South Africa</td>
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<td>SACE</td>
<td>South African Council of Educators</td>
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<td>SDT</td>
<td>School Development Team</td>
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<td>SMT</td>
<td>School Management Team</td>
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<td>SSIP</td>
<td>Secondary Schools Improvement Plan</td>
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<td>WSE</td>
<td>Whole School Evaluation</td>
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ABSTRACT

Teachers’ experiences of continuing professional development in a secondary school in Tembisa

by

Seipati Patricia Ramango (920206944)

Supervisor : Professor C.J.Gerda Bender
Institution : University of Johannesburg
Department : Education Leadership and Management
Degree : MEd (Education Leadership and Management)

The Department of Basic Education initiated continuing professional development (CPD) for quality professional development aimed at supporting and revitalising teaching. Also, to encourage teachers to engage continually in life-long career development leading to improvement of learner achievement. Current research studies indicate that there is lack of knowledge and skills among teachers to internalise goals for professional growth and expand capacity to create the desired performance. The purpose of this study was to explore and describe the following question: What are teachers’ experiences of continuing professional development in a secondary school in Tembisa, in order to improve their teaching practices and school effectiveness? The study employed organisational behaviour in education and experiential learning as a theoretical framework.

A qualitative research approach was applied and an instrumental case study employed as a strategy to focus on a group of six teachers and four School Management Team (SMT) members. Data was collected through three focus group interview sessions with secondary school teachers and an interview with the SMT as a group. A thematic data analysis was applied. Four main themes emerged as a result of the thematic analysis and interpretation, and revealed teachers’ understanding of CPD, the experiences with CPD as teachers engaged in CPD programmes such as content-subject-based training workshops and the CAPS training programme, improvement of teaching practice, and the SMT creating opportunities for teacher learning and development. A thematic analysis of the interview
data with the SMT as a group revealed two themes which were: understanding CPD, and SMT views on creating opportunities for teacher learning and development.

Continuing professional development (CPD) in education is reflected as an ongoing experiential learning process by which teachers participate in learning through continual attendance of content-subject-based training programmes, curriculum training workshops, and through registering for those certificates and degree programmes offered by universities. Teacher learning takes place in a cyclical process that consists of experiencing, reflecting, thinking and acting on experiences through the application of acquired knowledge, improved skills and changed attitudes. The findings of the study revealed that teachers experienced CPD as an ongoing process in which learning took place through attendance of content-subject-based training and CAPS training workshops in which collaborative learning played an important role. Even though teachers indicated that their teaching practice was improved, they highlighted the challenges experienced regarding CPD programmes. These challenges included the limited time allocated for CAPS training and content/subject training meetings held after working hours. It was clear that the allocated times for teacher training workshops were not realistic for adequately empowering teachers with knowledge and teaching skills for effective teaching practice in real classroom settings. Teachers took ownership and leadership in their CPD by going an extra mile to seek assistance from professionals with specialised knowledge in Mathematics and commercial subjects, and they collaborated with colleagues from other schools to learn different approaches to teaching.

CPD enhances teachers’ ability to set their goals for teaching and it broadens their knowledge and teaching skills, giving them the opportunity to reflect continually on their professional growth and experiment in teaching practice.

**Key words:** continuing professional development; teachers’ experiences; experiential and reflective learning; organisational behaviour; education leadership and management
CHAPTER ONE: STUDY ORIENTATION

1.1 INTRODUCTION AND BACKGROUND TO THE STUDY

The Department of Basic Education (DBE) initiated Continuing Professional Teacher Development (CPTD) in keeping with the National Policy Framework for Teacher Education and Development (RSA, 2007). This is an initiative for quality professional development aimed at supporting and revitalising the teaching profession and rewarding those who commit to its goals (Mestry, Hendricks & Bisschoff, 2009:475; Musanti & Pence, 2010:73; Steyn, 2009:257). The other aim is to encourage teachers to engage continually in life-long career development leading to the improvement of learner achievement (Gray, 2005:5). Professional development of teachers has become crucial for the successful transformation of education, thus workshops to assist teachers to cope with new teaching methods have been conducted (Bush, 2007:396; Lessing & De Witt, 2007:53).

Teachers viewed these workshops as inadequate “brief, fragmented, incoherent encounters which were de-contextualised and isolated from real classroom situations” (Ono & Ferreira, 2010:60). The School Management Team (SMT) lacked the knowledge and skills required to develop teachers and therefore did not always become involved in professional development programmes (Msiia & Mtshali, 2011:8). Therefore teachers’ participation in these workshops diminished and affected their professional development. According to Scheerens (2010:33) and Yates (2007:213), teachers lack the ability to reflect, renew and enhance their professional knowledge and skills and they struggle to link continued professional development to school effectiveness. Based on the above, it seems that teachers do not realise the need to take ownership and leadership of their continuing professional development and therefore they were the ones who were studied in this research study.

1.2 PROBLEM STATEMENT

There is a lack of knowledge and skills to internalise goals for professional growth and expand capacity to create desired performance among teachers (Steyn, 2011:43; Kader, 2007:32). The School Management Team lacks the ability to share values and vision collectively, creating opportunities for learning together and continually reflecting positively on teaching practices (Robbins, Judge, Odendaal & Roodt, 2009:494). This situation poses...
a problem and impedes those continuing professional development processes needed for school effectiveness.

1.3 RESEARCH QUESTION AND SUB-QUESTIONS

This study attempted to answer the following question:

What are teachers’ experiences of continuing professional development in a Secondary School in Tembisa, in order to improve their teaching practices and school effectiveness?

The study further investigated the following sub-questions:

- How do secondary school teachers understand and experience ownership and leadership in their continuing professional development?
- How do teachers experience the leadership of the secondary School Management Team (SMT) in creating opportunities and support for teacher learning and development?
- How can knowledge regarding secondary school teachers’ experiences of continuing professional development contribute to improved teacher learning and development?

1.4 AIMS AND OBJECTIVES FOR RESEARCH STUDY

The purpose of this study was to explore and describe secondary school teachers’ experiences of continuing professional development in Tembisa, to improve the leadership and management thereof.

The objectives are:

- to explore how secondary school teachers understand taking ownership and leadership in their continuing professional development in order to improve their teaching practices;
- to explore how the secondary School Management Team (SMT) create opportunities and support for teacher learning and development through professional development programmes; and
to contribute to the knowledge regarding secondary school teachers’ experiences of continuing professional development and improvement of teaching practices and school effectiveness.

The study should contribute to improved teacher learning, teacher practices and school effectiveness and provide feedback on the implementation of the National Policy Framework for Teacher Education and Development (RSA, 2007) at a secondary school.

1.5 THEORETICAL FRAMEWORK

This study employed Organisational Behaviour in Education as a theoretical framework (Owens & Valesky, 2011). Within this framework “experiential learning that involves the whole person through thoughts, feelings and physical activity” was utilised to attain and understand the research data on teachers’ experiences (Beard & Wilson, 2006:2). These experiences take the form of teachers’ active engagement and meaningful encounter with the continuing professional development in the school context. Continuing professional development in this study is regarded as an experiential learning process by which teachers participate in a cyclical process that consists of four steps, namely experiencing, reflecting, thinking and acting through their teaching and by which they acquire and develop their knowledge, skills and attitudes (adapted from Kolb & Kolb, 2005).

The study explores and describes teachers’ experiences of continuing professional development and how the knowledge and skills acquired through experiential learning contribute to effectiveness in the teaching practice. Through experiential learning teachers were involved and engaged in life-long learning during which they participated in processes of reflecting, thinking and acting on learned information in order to develop in their knowledge, skills and attitudes regarding continuing professional development. The study attempted to contribute to improved teacher learning, teacher practices and school effectiveness.

1.6 RESEARCH DESIGN AND METHODOLOGY

1.6.1 Case study design

Design is defined as “the planning of scientific inquiry” (Babbie & Mouton, 2009:72). A case study design is “an investigation into a specific instance or phenomenon in its real-life
context” (Cohen, Manion & Morrison, 2007:170). The purpose of a case study according to Cohen et al. (2007:85) is to “catch the complexity and situation of behaviour and contribute to action and intervention. And to present and represent reality giving sense of being there.”

A qualitative research approach was applied, guided by interpretive epistemology. An instrumental case study design was employed to gain rich and thick descriptions of secondary school teachers’ experiences of continuing professional development (Cohen et al., 2007). The researcher delved into the social reality of teachers’ understanding and the meaning they attach through their learning experiences in continuing professional development (Cohen et al., 2007; Creswell, 2007).

1.6.2 Data Collection
Data was collected through focus group interviews consisting of three sessions with secondary school teachers based on the guidelines of Morgan (1997) and an interview with the School Management Team (SMT) as a group. In an attempt to collect more comprehensive, precise and authentic data, the researcher recorded the focus group interview sessions and the interview with the SMT as a group as De Vos (2005:298) proposes.

1.6.3 Sampling Strategies
1.6.3.1 Purposive sampling
Purposive sampling is a strategy to choose small groups or individuals likely to be knowledgeable and informative about the phenomenon of interest; selection of cases without needing or desiring to generalise to all such cases (McMillan & Schumacher, 2001:598). In order to access in-depth knowledge about the phenomenon of study the researcher purposely chose participants by virtue of their experience and interaction with the phenomenon being studied. Although they may not be representative of other similar schools in the area, and their comments may not be generalised, they were purposively selected to acquire in-depth information about the phenomenon of study.

1.6.3.2 Site selection
The researcher has chosen to conduct this study at a secondary school in Tembisa. As a participant researcher, and having worked in a secondary school for many years, she has experienced the fact that teachers and the School Management Team (SMT) both lack the necessary skills to work together collaboratively to implement the requirements of the
National Policy Framework for Teacher Education and Development for continuing professional development in the school. The site was convenient and easily accessible for a collaborative inquiry that was intended to be undertaken in this study.

1.6.3.3 Selection of participants and sample size
The researcher purposefully selected a group of ten participants in a specific secondary school. That comprised six level one teachers from both the Mathematics and Commerce departments; four School Management Team members, namely; the Principal, the Deputy Principal heading the School Development Team and two Heads of Department. These were purposely selected because they were likely to be knowledgeable and informative about continuing professional development and to gain rich insight about the central phenomenon from their point of view as proposed by Creswell (2002:204); Creswell (2008:214); Yin 2009).

1.6.4 Data Analysis
A thematic data analysis was undertaken and interpretation was applied based on integration of the data analysis methods. This included transcription of the responses of the focus group and an interview with the School Management Team as a group and descriptions of themes that reflect the overall meaning of the study as suggested by Creswell (2009:185). Data coding was applied to provide a “deep understanding and rich description of the case and context in which the phenomenon is embedded” (Christensen, Johnson & Turner, 2011:377).

1.6.5 Quality Criteria
Throughout the research process, the researcher consciously aimed at making the research study trustworthy. Trustworthiness in this study was established in terms of credibility, transferability, dependability and confirmability (De Vos et al., 2005:346; Cohen et al., 2007:158). Credibility was achieved through triangulation and multiple data resources: three focus group sessions and an interview with the SMT as a group. Transferability was achieved through detailed descriptions of collected data during analysis, and confirmability (the extent to which the results can be confirmed by others in relation to the data collected) (Babbie & Mouton, 2001:278) was also ensured.

To ensure confirmability, the researcher in data analysis kept referring to the focus group transcripts and also the record of the interview with a group. The researcher ensured that
she questioned her findings in terms of possible bias and assumptions. Triangulation of findings with multiple data sources contributed towards the trustworthiness of the study. The findings of the study were not generalised as they are based on a case study of one secondary school and selected teachers and members of the School Management Team.

1.6.6 Researcher's Role
The researcher in this study acknowledged that her own emotions, attitudes, beliefs, values and characteristics might unintentionally harm participants and cause them to feel threatened and thus withhold the vital information needed for the study. She therefore endeavoured to maintain boundaries and adhere to ethical issues throughout the process of the research by ensuring participants’ confidentiality and thus building their confidence, trust and respect. The researcher assumed the role of a facilitator during focus group sessions and the interview with the SMT as a group, facilitating discussions to be able to capture data as the participants talked to one another regarding the question being asked. She also consciously endeavoured to be attentive, empathetic and discreet in handling data acquired during interviews.

1.7 CLARIFICATION OF CONCEPTS

1.7.1 Experience
Experience in this study refers to the teachers’ active engagement and meaningful encounter with their environment of which the teacher is an important part. Experience, according to Beard and Wilson (2006:2), pervades all forms of learning, and active engagement in the environment is one of the basic tenets of experiential learning. Experience is therefore an event or activity in which teachers participate or observe facts and interact with these meaningfully during their teaching practice.

1.7.2 Experiential Learning
Experiential Learning refers to an active engagement with the environment where the “whole person, through thoughts, feelings and physical activity” (Beard & Wilson, 2006:2) is involved in learning. In the context of this study experiential learning takes place when teachers participate in the process described in Kolb and Kolb (2005) as consisting of four steps, namely experiencing, reflecting, thinking and acting through their teaching, and by which they acquire and develop their knowledge, skills and attitudes.
1.7.3 Professional Development

Professional development refers to a process in which teachers are exposed in a reflexive manner to developing their skills, attitudes and knowledge. It aims to build the capacity of the individual professional and the profession as a whole (Ferguson, 2006:2) by focusing on individual teacher development in areas of content knowledge, classroom management, and curriculum knowledge. Professional development can also be defined as the “professional growth that teachers achieve due to the experience, knowledge, and understanding gained by thorough and systematic examination of their teaching and beliefs through critical reflection” (Mbambo, 2009:16 citing Robinson, 2006). Through professional development individual teachers, groups and the whole school community learn and develop new knowledge, skills and values to be able to deliver the required curriculum needs to learners effectively. This is supported by Steyn (2005:263) as he posits that professional development is concerned with the continuous updating of professional knowledge and skills throughout a staff member’s career, requiring self-direction, self-management and a sensitivity to development opportunities offered at work.

In the South African context professional development is recognised as an integral part of the core duties and responsibilities of school-based educators employed by Provincial Education Departments (RSA, 2008:10). Professional duties include meetings, workshops, seminars and conferences which are to be conducted outside of the normal school day where educators are asked to attend programmes of ongoing professional development up to a maximum of 80 hours per annum (RSA, 2008:34).

1.7.4 Continuing Professional Development

Continuing professional development (CPD) encompasses all developmental activities, programmes and modules participated in by in-service teachers and other educators with a view to professional growth (RSA, 2011:31). Continuing professional development programmes should thus contribute effectively and directly to the improvement of the quality of teaching and should also provide teachers with clear guidance about which professional development activities will contribute to their professional growth (RSA, 2007:25). In this study continuing professional development in the context of national definition and policy framework (RSA, 2007) is regarded as an experiential learning process by which teachers participate in a cyclical process that consists of four steps in accordance with the model of Kolb and Kolb (2005:203): the experiential learning cycle denoting concrete experience, reflective observation, thinking and active experimentation to acquire and develop the
knowledge, skills and attitudes required for effective teaching practices and enhancing school effectiveness.

1.7.5 Continuous Professional Development

Lessing and De Witt (2007:55) define continuous professional development as “any activities aimed at enhancing the knowledge and skills of teachers by means of orientation, training and support”. These activities include subject workshops, content training sessions provided in cluster meetings, and school improvement programmes offered to assist teachers to cope with the demands of the changing curriculum. Continuous professional development activities address specific needs of teachers by “supporting them in applying knowledge and teaching methodology creatively and confidently” (Lessing & De Witt, 2007:55).

1.7.6 Subject-based Professional Development

The subject-based professional development is “embedded in teacher work and rooted in a knowledge-base of teaching” (Gray, 2005:20) the content or subject of learning. This professional development is provided in the form of courses available at Higher Education institutions like universities and other education institutions. There are also courses offered by private tutors contracted by the Department of Basic Education to equip teachers with the necessary subject knowledge, as well as from district subject facilitators, for effective teaching and learning in the classroom. Subject-based continuing professional development in South Africa requires that teachers be well grounded in the knowledge, skills, values, principles, methods and procedures relevant to their subjects of speciality (RSA, 2011: 49).

Subject-based professional development is also “aimed at general subject knowledge and understanding and it offers scope for later follow-up, support and networking” (Gray, 2005:20). Subject-based professional development in this study refers to teacher development that focuses on “deepening teachers’ content knowledge and knowledge of how learners learn particular content, on providing opportunities for active learning, and on encouraging coherence with the teachers’ professional development experiences” (DBE, 2007:88). This knowledge is achieved by using professional development activities that allow teachers to experience, reflect, think and actively participate collectively in life-long learning.
1.7.7 Teacher Ownership and Leadership

Teachers who are active participants in their role as agents of change grow professionally (Msilu & Mtshali, 2011:3). Taking ownership in processes of professional development is therefore vital for teacher growth and development. Teacher ownership refers to teachers identifying their needs for development and ensuring that they receive the necessary attention for these needs to be met by engaging in development programmes available in their schools. Teacher leadership on the other hand refers to teachers assuming the role of leadership in their own professional development by articulating their vision of how professional development should take place to address their needs, and also by being able to persuade others to participate in professional development programmes which are at their disposal.

Teachers take ownership and leadership in processes of their professional development by “striving for authenticity, facilitating communities of learning, confronting barriers to learning, translating ideas into action and nurturing a culture of success” (Msilu & Mtshali, 2011:7) for the effectiveness of their teaching practice.

1.7.8 Professional Learning Communities

The term professional learning communities refers to an environment that fosters mutual cooperation, emotional support and personal growth as teachers work together to achieve what they cannot accomplish alone (Van der Bank, 2004:119). This is where teachers focus on learning by working collaboratively on issues of teaching and learning. Professional learning communities provide teachers with opportunities to model their commitment to their own professional learning by participating in small groups of colleagues who give and receive feedback on their performance (Van der Bank, 2004:120). These are school-based structures assisting teachers sharing common values, beliefs and attitudes to engage collectively in experiencing, reflecting, thinking about what they are learning and applying learned knowledge in their teaching practice.

1.8 ETHICAL CONSIDERATIONS

For the purpose of the study, certain research ethical principles were adhered to, namely informed consent, privacy, confidentiality, anonymity, and protection from harm (Babbie, 2010:66). Ethical clearance was obtained from the University of Johannesburg’s Faculty of Education Ethical Committee, and application was made to the Department of Basic
Education to obtain permission to conduct research in a specific secondary school. See Appendix A for the GDE permission letters and Appendix B for the Ethical Clearance Certificate.

1.9 LIMITATIONS

The focus of this study is in the field of Organisational Behaviour and Human Resource Development in education. The study was conducted in one secondary school in Tembisa in Gauteng Province. The participants were four members of the School Management Team (SMT) and six level one teachers in the school. Since this was a single case study with only ten participants, the findings cannot be generalised to be representative of all other secondary schools in the area. Themes and patterns that emerged from the study may not be of those that would emerge in similar studies using other secondary schools.

Initially the researcher had intended to conduct individual interviews with the School Management Team (SMT), however, due to time constraints and the presence of the SMT at the same time, the interview was conducted as a group. The advantage of the interview with a group is that it is often completed more quickly than individual interviews and is also time-saving. The researcher had also asked permission to collect relevant documents such as teachers’ personal development files which included their personal growth plans, pre-evaluation and post-evaluation minutes of their meetings with the developmental support groups (DSGs), lesson observation instruments, minutes of the school development team (SDT) and school development policies. However, participants could not supply all of these documents as needed, and those that were received could not be used for the purpose of this study.

1.10 OUTLINE OF THE STUDY

CHAPTER ONE: This chapter introduces the study orientation in which the background to the study, problem statement, aims and objectives, research question, research design and methodology are all briefly discussed. These issues include ethical considerations, clarification of concepts and the demarcation of the study.

CHAPTER TWO: In this chapter the theoretical framework of the study is explained. A critical review of literature on continuing professional development is outlined.
CHAPTER THREE: Here the purpose of qualitative research is thoroughly investigated giving an in-depth discussion on the selection of design and methodology, data collection strategies and how data was used.

CHAPTER FOUR: The focus of this chapter is on the analysis and interpretation of collected data to be able to present themes on teachers’ experiences; learning and development. An analysis and synthesis through interpretation of data are both provided and an in-depth discussion of themes that emerged during the process of study is presented.

CHAPTER FIVE: This chapter aims to provide a summary for the study in which the research overview and conclusions is provided. Recommendations for continuing professional development for secondary school teachers and recommendations for the School Management Team (SMT) creating opportunities for teacher learning and development are provided.
CHAPTER TWO: LITERATURE REVIEW - CONTINUING PROFESSIONAL DEVELOPMENT OF TEACHERS

2.1 INTRODUCTION

In this chapter a literature review which forms the base that supports the study is presented. The literature review focuses on the professional development of qualified teachers who are involved in further teacher development through continuing professional development programmes. The Department of Basic Education aims to equip teachers with the necessary skills and knowledge to be able to “understand their essential and demanding tasks and continually enhance their professional competence and performance” in South Africa (RSA, 2007:9). This initiative can be achieved through continuing professional development programmes designed according to the needs of schools in different districts as stated in the Integrated Quality Management System for School-based Educators (Education Labour Relations Council (ELRC) Resolution 8 of 2003).

The National Policy Framework on Teacher Education and Development (RSA, 2007) will be briefly discussed focusing on the requirements of the policy framework. The context within which teacher education in schools takes place, and the initial professional education of teachers at Higher Education Institutions in South Africa, is briefly discussed. Continuing professional teacher development and teacher education, the development support system in accordance with the National Policy Framework on Teacher Education and Development (RSA, 2007), will also be discussed. This will be followed by a discussion on teachers’ professional development, continuing professional development of teachers, collaborative professional development and a discussion on learning communities.
2.2 THE SOUTH AFRICAN POLICY FRAMEWORK FOR TEACHER EDUCATION AND DEVELOPMENT

The National Policy Framework for Teacher Education and Development (RSA, 2007) provides guidelines on the development of teachers in schools and is not directed at adult education, early childhood education or Further Education and Training institutions. It aims to provide strategies for professional development of the teachers in order to enhance their professional competence and performance (RSA, 2007). The National Qualifications Framework Act 76 of 2008 (RSA, 2011) provides the minimum requirements for teacher education qualifications and will not be included in this study.

2.2.1 Indicators Stated by the Policy Framework

The policy framework (RSA, 2007) states that teachers’ education and development are both essential to be able to meet the needs of a democratic South Africa. Teachers are the essential drivers of good quality education and thus need strong initial professional education training programmes offered by institutions of higher education and training in accordance to the provisions of the National Qualifications Framework Act 67 of 2008 (RSA, 2011). These programmes form the basis for teachers’ competence and professionalism in the country (RSA, 2007:3). The policy framework (RSA, 2007) further indicates that, in order for continuing professional teacher development to succeed, teachers themselves should be involved by actively reflecting on their own practice. This requires that there be a strong school-based component; well-coordinated activities and a well sustained leadership and support from the employer (RSA, 2007:3).

Teachers are required to be specialists in particular learning areas, subject or phase; in teaching and learning; in assessment and also to be curriculum developers. They are required to be leaders, administrators and managers; scholars and life-long learners and be professionals who play the community role, citizenship, and also fulfil pastoral roles (RSA, 2007). The challenge for teacher education in South Africa is the limited conceptual knowledge of many teachers (RSA, 2007). There is therefore a continual need to improve teachers’ knowledge, skills and teaching practice. Continuing professional teacher development is thus designed to meet development needs of teachers in accordance to the National Policy Framework for Teacher Education and Development.
The South African Council of Educators (SACE) plays an important role in teacher development as this council carries the statutory responsibility for the teacher education and development system (RSA, 2007:23). Increased learner diversity and social inequalities according to Steyn (2009:259) require skilled teachers who are expected to ensure that all learners learn and perform at appropriate levels. Teachers themselves need to take responsibility for their self-development by identifying areas in which they need development. Teachers should thus make use of all opportunities made available to them for the purpose of development. These opportunities include among others the Integrated Quality Management System (IQMS) (RSA, 2008) which is necessary for teachers to be able to “keep abreast with educational changes” (Hendricks, 2004:13). The IQMS will be discussed later in this chapter.

2.2.2 The Context of Teacher Education in South Africa

The National Policy Framework for Teacher Education and Development (RSA, 2007) states that due to changes in the education system in South Africa, most teachers who had originally entered teaching when education was an integral part of the apartheid system, thereafter needed to be equipped with skills to meet the education needs of a growing democracy in the country (RSA, 2007). Thus after 1994, teacher development became crucial as many qualified teachers had not been “sufficiently equipped to meet the education needs of a growing democracy in a global environment” (RSA, 2007:4).

The teachers’ role in the education system is of strategic importance for the “intellectual, moral and cultural preparation of the country’s young people” (RSA, 2007). The idea of knowledge construction requires that a teacher restructure the classroom relationship to a more democratic form (Blitzer, 2002:158). However, if teachers lack skills to change from authoritarian methods of teaching, the quality of teaching will not improve in schools. The lack of conceptual and content knowledge and the ability to reflect effectively on teaching practice, can contribute to low levels of learner achievement (RSA, 2007:5). Teacher education and development are both necessary to restore teaching as a specialised, responsible and respectable profession in South Africa.

As the South African education system experienced changes through the introduction of Outcome Based Education (OBE) which was subsequently followed by the National Curriculum Statement (NCS) and currently the Curriculum Assessment Policy Statement
There is a continuous need for teachers to be professionally developed to meet the new curricular requirements. Thus, basic and continuing professional development programmes should provide teachers with flexibility to perform in new learning environments (Blitzer, 2002:159). The “what” and “how” to teach, and how best learners learn (Blitzer, 2002:158), are central to the continuing professional development of teachers in content knowledge and pedagogical knowledge.

2.2.3 Initial Professional Education of Teachers at Higher Education Institutions,

Faculties of Education

Initial professional education of teachers (IPET) is the foundation for teacher education and professionalism (RSA, 2007:3). It is the first step in the development of a professional teacher (Reimers, 2003:42). The initial professional education of teachers is usually offered by Higher Education Institutions (RSA, 2007; RSA, 2011). The programme is undertaken subject to the Higher Education Act (1997). The primary purpose of the initial professional teacher education is to provide certification that the teacher has indeed specialised in the specific phase or subject (RSA, 2011:15).

Initial education prepares teachers in three major areas of teacher knowledge. These are a foundation for teachers to be grounded in knowledge for effective teaching and learning practice. The three areas of knowledge are: content knowledge which is about the subject matter knowledge; pedagogical knowledge which consists of strategies of teaching, class management and organisation; and curricula knowledge which comprises a particular grasp of the materials and programmes for teaching (Luneta, 2011:18; Jita & Ndlalane, 2009:59). The minimum competencies of a qualified teacher are in accordance with the provisions of the National Qualifications Framework Act 76 of 2008 (RSA, 2011:53) and they are the foundation for teacher professionalism. Content knowledge and pedagogical knowledge have the academic orientation which ensures that the quality of teachers’ education represents their professional strength (Reimers, 2003:42; Jita & Ndlalane, 2009:59) and thus has to be continually developed.
Continuing Professional Teacher Development as Outlined by the National Policy Framework

The continuing professional teacher development (CPTD) system is essentially a collaborative undertaking which includes the integrated quality management system (RSA, 2007). The South African Council for Educators (SACE) as a statutory body for professional teachers has an overall responsibility for the implementation, management and quality assurance of the CPTD provision. The aim is to protect teachers' best interests by ensuring that providers and their programmes meet the requisite standards for professional development of teachers in South Africa (RSA, 2007:20). Continued professional teacher development is necessary to improve the content knowledge and pedagogical knowledge which are necessary for effective teaching. This in addition requires the willingness of teachers themselves to reflect on practice and to learn from the learners' own experience of being taught (RSA, 2007:16).

The National Department of Education introduced the National Professional Diploma in Education (NPDE) to improve those qualifications of teachers whose qualifications were below the Relative Education Qualification Value (REQV) 13 (RSA, 2007). This was followed by the Advanced Certificate in Education (ACE) qualification which according to the National Policy Framework (RSA, 2007) has been a flexible means to upgrading teachers and managers in a range of specialist skills (RSA, 2007:17).

The new system of development is the Continuing Professional Teacher Development. This system ensures that current initiatives devoted to professional development of teachers contribute more effectively and directly to the improvement of the quality of teaching. It emphasises and reinforces the professional status of teaching and provides teachers with clear guidance about which Professional Development activities will contribute to their professional growth. In addition, the system protects teachers from fraudulent providers and expands the range of activities that contribute to the teachers' professional development (RSA, 2007:17; RSA; SACE, 2008:12).

The SACE has a major role in taking responsibility for the implementation, management and quality assurance of the CPTD system. Like other professional bodies worldwide, the SACE uses the Professional Development Points method to acknowledge its members' continuing professional development. Each teacher is expected to earn a target number of professional development points in each successive three-year cycle by undertaking a variety of professional development activities. These development activities according to the National
Policy Framework are endorsed by the SACE on the grounds of their fitness of purpose and quality according to teachers’ needs or requirements of the employer i.e. the Department of Basic Education (RSA, 2007:18; RSA; SACE, 2008:5).

Continuing professional teacher development is not meant to increase the administrative burden on teachers. According to the policy framework, development programmes need to emphasise integrated development of learning areas or subject content knowledge and pedagogical skills, together with a thorough understanding of the changing social character of schools and the skills required to manage learning in diverse classrooms (RSA, 2007:21). The system is also required to train teachers to support learners with a range of learning styles and needs and to work alongside educational psychologists, therapists, counsellors and other support staff to strengthen and focus on effective curriculum delivery in an inclusive education system (RSA, 2007:21). The main aim for undertaking continuing professional development should be to improve teachers’ skills to be able to meet the requirements of the teaching practice.

In addition, strong leadership in a school, good management and the support systems in district, provincial and national offices of the Department of Basic Education are all needed to ensure the effectiveness of the CPTD system (RSA, 2007). Continuing professional development programmes provided by the National Education Department in South Africa should be able to help teachers reflect on their own learning strategies, thinking processes and teaching styles. Also, continuing professional development should include all developmental activities, programmes and modules participated in by in-service teachers with a view to professional growth (RSA, 2011:28) and effective teaching practice.

2.2.5 Teacher Education and Development Support by the Department of Basic Education and the South African Council of Educators

The Department of Basic Education (DBE) has the lead role in teacher education policy, planning, monitoring and funding professional development (RSA, 2007:23). The National Policy Framework states that the Education Department needs to ensure that sufficient well-prepared teachers are available to deliver quality education. This is supported by the South African Bill of Rights which gives effect to the right of all South Africans to basic education (RSA, 2007). Appropriate strategies for teacher development need to be employed to determine areas in which teachers are deficient, as their professional growth requires
professional development programmes that acknowledge teachers’ professional needs (Steyn, 2009:264).

Both the South African Council of Educators and the Department of Basic Education need to provide guidance in the implementation and monitoring of professional development policy, to ensure that teachers are well developed and supported in schools (RSA, 2007:24). It is the responsibility of the Department of Basic Education to provide guidelines, support and advocacy on how continuing professional development will improve professional performance of teachers (RSA, 2008:42).

2.3 CONTINUING PROFESSIONAL DEVELOPMENT OF TEACHERS IN SOUTH AFRICA

In this section a brief discussion on the objectives of continuing professional development is presented, followed by a discussion on the Integrated Quality Management System (IQMS), the subject-based continuing professional development and the district support on continuing professional development. Continuing professional development requires that teachers take ownership of and leadership in their professional development processes, and thus develop skills to contribute effectively to quality education. This can be achieved through continued “experiences, reflection, abstract thinking and experimentation” (Kolb, 1984).

2.3.1 The Objectives of Continuing Professional Development for Teachers

Continuing professional development as an ongoing education for teachers in practice aims to empower teachers to achieve their set goals for teaching. Engelbrecht (2008:13) states that continuing professional development should assist in shaping teachers who are not just skilled in the classroom, but who also have a grasp of wider thinking about the learning area and about education in general. Continuing professional development should aim to equip teachers with skills to “take control of their own learning and development through an ongoing process of reflection and action” (Meggison & Whitaker, 2007:3). It is also necessary for the development of content knowledge and to empower under-qualified teachers to keep abreast of new methods of teaching and help them cope with the “continuously changing educational environment” (Engelbrecht, 2008:13).
Continuing professional development being “the systematic maintenance, improvement and broadening of knowledge and skills throughout the individual’s working life” (Friedman, 2012:9) should be able to empower teachers by providing them with opportunities to “look at their career progress from a wider perspective” (Megginson & Whitaker, 2007:3). In addition, continuing professional development can be motivated by self-interest and the curiosity of an individual to acquire new knowledge and thus should improve teachers’ professional knowledge, understanding and practice throughout their teaching careers (RSA, 2008:13). This implies that continuing professional development should aim to help teachers identify their individual strengths and weaknesses, improve work performance, enhance their career prospects, increase their capacity for learning, and encourage participation in professional bodies.

2.3.2 The Integrated Quality Management System

The Integrated Quality Management System (IQMS) is an initiative of the Department of Education for continuing professional teacher development (RSA, 2008). It is essentially designed to enhance teaching and learning in schools. The purpose of the IQMS, as a holistic approach ensuring continuous improvement and teacher development, is to identify specific needs of educators, schools and district offices for support and development (Hendricks, 2004:23; ELRC, 2003:1). The IQMS also provides support for continued growth, promoting accountability and monitoring an institution’s overall effectiveness (ELRC, 2003:1; Nkambule, 2010:25).

The IQMS aims to evaluate an educator’s performance making use of an instrument which is divided into two parts, namely lesson observation and evaluation outside of the classroom (ELRC, 2003:16). The Staff Development Team (SDT) facilitates the processes of the IQMS ensuring that all staff members in a school are trained in the procedures and processes of the system (ELRC, 2003). The IQMS include three programmes aimed at enhancing and monitoring performance of the education system (Hendricks, 2004:23). These programmes are: the Developmental Appraisal System (DAS); the Performance Management System (PMS); and Whole School Evaluation (WSE).

The IQMS process should ensure fairness by providing meaningful opportunities for development. It should also minimise subjectivity through transparency and open discussion with the Developmental Support Group (DSG). Members of this group are selected by
individual teachers for their development. In addition, the instrument for development should be used professionally, uniformly and consistently (ELRC, 2003:2). The effectiveness of the IQMS as a school-based professional development programme depends on the ability of the school leadership to ensure that all records and documentation pertaining to the process are maintained and prepared, and schedules are adhered to (ELRC, 2003). In addition to overseeing the process of the IQMS, the Staff Development Teams should coordinate the Whole School Evaluation processes by liaising with external Whole School Evaluation Team in order to manage the cyclical external Whole School Evaluation process (ELRC, 2003:4).

2.3.3 Subject-based Continuing Professional Development

Subject-based professional development is embedded in teacher work and rooted in a knowledge-base of teaching the content of the subject of learning (Gray, 2005:20). Gray, (2005:20) posits that subject-based professional development is aimed at general subject knowledge and understanding and it offers scope for later follow-up, support and networking. Subject-based continuing professional development should include activities that expose teachers to practical, and theoretical as well as reflective experiences (Engelbrecht, 2008:31). These activities should include knowledge construction, reflecting on existing knowledge and newly learned knowledge and be able to apply them actively in real teaching practice.

Subject-based continuing professional development in South Africa requires that teachers be well grounded in those knowledge, skills, values, principles, methods and procedures which are relevant to their subjects of speciality (RSA, 2011:49), especially in an era of continuing curriculum changes. Changes in the education system as experienced since 1994 necessitate subject-based continuing professional development for teachers to be able to cope with specific needs of the new curriculum. Teachers need development in understanding what makes learning specific topics easy or difficult for learners and identifying the understanding of topics that learners are likely to have (Neil & Morgan, 2003:86).

A subject-based continuing professional development programme should be able to develop skills to locate effective teaching strategies focusing on an understanding of learners and the development of learning within the context of particular subjects. Also, subject-based
professional development programmes should aim to help teachers demonstrate sound knowledge of subject content and various principles, strategies and resources appropriate to teaching in a South African context (RSA, 2011:49). For subject-based professional development to be effective, “schools should view teachers as part of the school system and not as individuals functioning on their own” (Engelbrecht, 2008:33).

2.3.4 The Provincial Education Department Support for Continuing Professional Development of Teachers

The Provincial Education Department support for continuing professional development is provided through the establishment of Provincial Teacher Development Institutes (PTDIs). These institutes work in collaboration with the Department of Basic Education based on national norms and standards defined for these institutes. The PTDIs serve as residentially based provincial delivery sites for continuing professional development programmes identified by the National Institute for Curriculum and Professional Development (NICPD) (DBE, 2011:13).

The Provincial Education Department is also responsible for establishing District Teacher Development Centres (DTDCs) which are physical sites located in districts and manageably accessible to teachers working in surrounding schools. The DTDCs serve as sites for delivery for continuing professional development courses and as meeting points for teacher professional learning communities (DBE, 2011:13). The Provincial Education Department ensures that teacher support is enhanced at the local level through the provision of on-site support and promotion of continuing professional development by assisting teachers to access appropriate development opportunities (DBE, 2011:13).

2.3.5 District Support for Continuing Professional Development

In order for schools to effectively engage in professional development programmes, they need proper guidance and support from the district office. This can be achieved if the district office supports school leadership and develop such leaders with qualities and skills needed to lead staff members at school level on curriculum change (Munonde, 2007:48). A district development plan is usually informed by school improvement plans which identify the needs of teachers for professional development and growth (ELRC, 2003). The district office can, according to Munonde (2007:50), influence the type and nature of professional development
opportunities available to teachers as this office plays a major facilitating role of communicating instructional policy and lending coherence to it.

The ELRC Resolution 8 of 2003 provides that once the district office receives from each school a School Improvement Plan it must develop its own improvement plan for the District. From this plan schools are then clustered according to their similar needs or aspects of development for the purposes of providing in-service training (INSET) and other programmes. District offices should also coordinate different other development programmes which accordingly can run concurrently in different areas (ELRC, 2003:13). In the Ekurhuleni North District where this research study was conducted, the district-based professional development programme include the Secondary Schools Improvement Plan (SSIP). This programme was aimed at helping teachers with the improvement of content knowledge in critical subjects such as Mathematics, Science, Accounting and others where learner performance has been identified as poor.

2.3.6 Teacher Ownership and Continuing Professional Development

Teacher ownership places teachers at the centre of their own professional development, as skills that are part of good teaching are those that involve teachers as inquirers in research, stimulating new knowledge and continually reflecting on change brought about by their inquiry (Early & Bubb, 2004:96). Teacher ownership is experienced when teachers contribute to their own professional development by managing their personal circumstances as efficiently as possible and also when seeking to collaborate and network with others (Neil & Morgan, 2003:53). Improving teacher quality, as stated by Colbert, Brown, Choi and Thomas (2008:138), depends on improving professional development which in turn depends on creating meaningful learning experiences for teachers. Involvement in dialogue and collaborative behaviour develops the capacity to create and implement local solutions (Colbert et al., 2008:139). Collaboration by taking ownership could be thought of in terms of “experience directly feeding into teachers’ professional development and setting up and managing it for themselves and others” (Neil & Morgan, 2003:53).

Skills that are part of good teaching are those that include the teacher as inquirer making use of research and evidence to stimulate new ways of thinking and to try out new ideas, and systematically evaluate the impact of change which they brought about (Early & Bubb, 2004:96). In this regard teachers are at the centre of their own professional development as
they need to engage in reflecting on their own classroom practice and in sharing this with colleagues (Early & Bubb, 2004:96). Participating in professional development through concrete experience, reflection, abstract conceptualisation and active learning (Kolb & Kolb, 2005:202), builds teacher confidence, encourages ownership, and empowers teachers to continually effect change in their teaching practice.

Taking ownership in processes of professional development is necessary for teacher growth and development. Reflection and critical inquiry improve teacher knowledge and teaching practice. Early and Bubb (2004:98) refer to an observation made from other studies on continuing professional development that “there is sufficient evaluation evidence to show that when teachers are engaged in dialogue with each other about their practice then meaningful reflection and teacher learning occur”. As stated by Colbert et al. (2008:139), creating meaningful professional development experiences lies in providing teachers with some autonomy regarding their professional needs. This gives teachers the opportunity to be in charge and to take responsibility for their own professional development.

In this study, teacher ownership in continuing professional development is about being engaged in, and committed to, experiential learning in which teachers reflect on and critique their own teaching practice. This needs commitment to collaboration in which reflection and enquiry are applied to influence personal growth and development (Early & Bubb, 2004:94).

2.4 ORGANISATIONAL BEHAVIOUR AND LEARNING IN EDUCATION

Schools, like corporate organisations are regarded as organisations in which learning takes place not only in the classroom but also within teachers as individuals, groups (e.g. teachers teaching the same subject), and the school as a learning organisation. In a school organisation, teachers and the School Management Team “continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together” (Robbins, Judge, Odendaal & Roodt, 2009:494). Organisational learning takes place such that individuals and groups learn as a collective in a process in which “experience, reflection, abstract thinking and experimentation” (Kolb, 1984) takes place. Learning accordingly becomes an organisational process requiring new and innovative ways of learning and managing performance improvement. According to Robbins
et al. (2009:494), learning is part of a continuous process of sharing information with people and the environment, and exchanging and disseminating information.

The researcher in this study investigated teachers’ experiences of a continuing professional development taking place in a cyclical process of experiencing, reflecting, thinking and acting on their experiences as they collaboratively engaged in teaching and learning, during which processes they acquired and developed their knowledge, skills and attitudes.

2.4.1 Organisational Behaviour and Development

An organisation is a managed system designed and operated to achieve a specific set of objectives. Organisational Behaviour is thus the study of the structure, functioning and performance of organisations and the behaviour of groups and individuals within them (Dartey-Baah & Amponsah-Tawiah, 2011:10). Organisational Behaviour as a field of study investigates the impact that individuals, groups and structures have on behaviour within organisations, for the purpose of applying knowledge toward improving an organisation’s effectiveness (Robbins et al., 2009:7). Organisational Behaviour is concerned with what people do in an organisation and how their behaviour affects the organisation’s performance. It is influenced by factors such as individual differences, organisational culture, information technology, organisational structure, the organisational mission statement, and learning. Organisational Behaviour embraces an understanding of the behaviour of people, the process of management, the organisational context in which the process of management takes place, organisational processes and the accomplishment of work and interaction with the external environment of which the organisation is a part (Werner, Bargrain, Cunningham, Pieterse-Landman, Potgieter & Viedge, 2011:4; Mullins, 2005:27).

Organisational Development is aimed at improving the effectiveness of an organisation and its members through long-range, planned, systematic and well-managed interventions in the organisation’s human processes, structures and systems in anticipation of, and in response to, changes in the environment (Werner et al., 2011:385). Organisational Development involves the fundamental change of the organisational culture. Its programmes are collaborative and participative processes and of the spirit of inquiry which adds value to people, products, services and processes (Werner et al., 2011:385; Robbins et al., 2009:490). Organisational Development is also aimed at improving human processes, structures and systems through problem-solving, decision-making, conflict handling,
communication, trust, empowerment and personal development (Werner et al., 2011:385; Robbins et al., 2009:490).

The underlying values of Organisational Development are: respect for people; trust and support; power equalisation; confrontation and participation; solidarity and interdependence (Robbins et al., 2009:490). In this study the researcher seeks to gain an understanding of those factors that influence individuals and group dynamics in an organisational setting (a secondary school) so that individuals, the groups and the organisation (school) to which they belong may become more efficient and effective as stated by Dartey-Baah and Amponsah-Tawiah (2011:11).

2.4.2 Organisational Learning

Organisational Learning is a process through which individuals and groups in an organisation develop shared values and knowledge based on past experiences (Dartey-Baah & Amponsah-Tawiah, 2011:13). Organisational Learning is also the intentional use of collective and individual learning processes to continuously transform organisational behaviour in a direction that is increasingly satisfying to its stakeholders. Managing Organisational Learning therefore requires the practice of systematic problem solving, experimentation, experiential learning, and learning from others outside the organisation. Organisational Learning provides a purpose for the use of knowledge and integrates a focus on mastery of the organisational environment. Also, the organisation differentiates itself into specialised units which develop characteristic ways of working together, and also different styles of learning, problem-solving and decision-making (Kolb & Kolb, 2008:32). Organisational Learning is therefore part of a continuous process of collaborative “sharing information with people, and exchanging and dissemination of information” (Robbins et al., 2009:494).

Robbins et al. (2009:495) state that Organisational Learning helps individuals and groups to develop the capacity to adapt and change continuously, and that real learning takes place in teams where team members learn from each other, from their achievements and mistakes, and continuously learn how to optimise their contributions to achieving the goals of their organisation. Learning together can bring about new awareness and can evolve new sensibilities as people start to see and experience differently. Moreover, learning together enables further development of skills and capabilities and encourages shared vision.
Organisational Learning also empowers individuals to be able to take ownership of their development by making decisions and “acting on their own within clear parameters set by leaders” (Robbins et al., 2009:495).

Kolb’s (1984) Experiential Learning Theory perspective informs that organisational learning requires that the opposing perspectives of action/reflection and concrete involvement/analytical detachment are valued and integrated into a process that follows the whole learning cycle and is capable of adapting to changing environmental challenges. In a school situation, organisational learning can take place in departmental teams in which teachers would contribute to the development of new skills and capabilities which accordingly alter what they can do and understand. In addition, learning in a school organisation requires that teachers continually engage in reflective learning in which they inquire about new knowledge, drawing on their experiences and making sense of acquired knowledge through the formation of themes and questions and “making considerate and informed choices between alternative courses of action” (Armstrong & Fukami, 2009:93).

Organisational Learning in continuing professional development of teachers implies that learning which is connected to real-life situations by experiential learning and critical reflection is necessary for the continual development of knowledge and skills. Experiential learning emphasises the importance of reflection and, therefore, reflective learning is also included as a relevant type of organisational learning in the current study. Reflective learning in a school organisation plays an important role as it does not only involve the “cognitive, cultural and affective dimensions of the individuals concerned but also the strategic and structural ones of the organisation” (Armstrong & Fukami, 2009:97). Accordingly, the group is a crucial learning resource as it enables different experiences to be shared and compared (Armstrong & Fukami, 2009:97). In addition, to learn from their experience, teams must create a conversational space where they can reflect and talk about their experience together (Armstrong & Fukami, 2009:52).
2.4.3 The Experiential Learning Theory and Kolb’s (1984) Learning Cycle

The Experiential Learning Theory was developed in the twentieth century by prominent scholars such as John Dewey, Kurt Lewin, Jean Piaget and others (Kolb & Kolb, 2005:194). According to Kolb and Kolb (2008:1) Experiential Learning Theory is a dynamic theory based on a learning cycle driven by the resolution of the dual dialectics of action/reflection and experience/abstraction. Kolb and Kolb (2008:1) state that these two dimensions define a holistic learning space wherein learning transactions take place between individuals and the environment. The learning space is multi-level and can describe learning and development in commensurate ways at the level of the individual, the group, and the organisation. Kolb and Kolb (2005:194) describe Experiential Learning as a process of constructing knowledge and that it is an idealised learning cycle in which the learner is experiencing, reflecting, thinking and acting in a recursive process that is responsive to the learning situation and what is being learned (Kolb & Kolb, 2005:194).

Kolb’s (1984) Experiential Learning Theory provides a solid theoretical base about the learning process in which knowledge is created through transformation of experience and people in organisations learn through different styles of learning but go through the four phases which are: “independent learning, learning by doing, work-based learning, and problem-based learning” (Sharlanova, 2004:36). The Experiential Learning Theory explains learning as a process whereby knowledge is created through the transformation of experience and results from the combination of grasping and transforming experience (Kolb & Kolb, 2008:5). Experiential Learning involves a creative tension among the four learning modes that is responsive to contextual demands (Kolb & Kolb, 2008:5). Accordingly, concrete experiences are the basis for observations and reflections. Reflections are assimilated and distilled into abstract concepts from which new implications for action can be drawn.

In addition, Kolb and Kolb (2005:194) indicate that Experiential Learning Theory is built on six propositions shared by twentieth century scholars. These propositions are that learning is best conceived as a process, not in terms of outcomes. In this study therefore the researcher undertook to find whether teachers did engage in processes of professional development that enhance their learning such that they received feedback on the effectiveness of the learning programmes. Professional development and learning for teachers should be a continuing reconstruction of experiences. It should not end with what teachers achieve in one encounter of development, it should also motivate teachers to
reflect and get feedback on what they have learned. In this way, teachers will acquire new knowledge and skills to cope with challenging classroom situations in which expertise is required for effective teaching practice. Thus, learning should be a process that takes place continually throughout the teaching career of an individual teacher.

The second proposition states that learning is re-learning, which implies that Experiential Learning is facilitated best when the process draws out beliefs and ideas which are integrated with new more refined ideas (Kolb & Kolb, 2008:4). In practice teachers would collaboratively engage one another in dialogue and learn new ideas, improving on what they have learned before. In this way the subject content knowledge and pedagogical knowledge is continually re-learned through collaborative interaction in activities that persuade teachers to reflect, think and take action on learned information and repeat the process again. The process is again repeated when new knowledge is learned, and thus cyclical experience, reflection, abstract thinking and experimentation continually take place and thus new knowledge is continually acquired.

Learning requires the resolution of conflicts between dialectically opposed modes of adaptation to the world (Kolb, 1984). The learning process takes place through conflict, disagreements and dialogue among teachers. In this process teachers again engage in reflecting, thinking and action and continually repeating the process. In other words, teachers in the learning process move back and forth between opposing modes of reflection, action, feeling and thinking (Kolb & Kolb, 2008:4). Another proposition states that learning is a holistic process of adaptation to the world and learning involves the integrated functioning of the total person which is about thinking, feeling, perceiving and behaving (Kolb & Kolb, 2005:194). This process of learning also encompasses other specialised models of adaptation from the scientific method to problem solving, decision-making and creativity (Kolb & Kolb, 2008:4).

Learning also results from synergetic transactions between the person and the environment (Kolb & Kolb, 2005:194). Accordingly, the possibilities of each new experience determine the range of choices and decisions made while choices and decisions to some extent determine events lived through, and this in turn influence future choices (Kolb & Kolb, 2008:5). This implies that stable and enduring patterns of human learning arise from consistent patterns of transaction between the individual and his/her environment. Learning thus occurs through the equilibration of the dialectic processes of assimilation of new
experiences into existing concepts and accommodating existing concepts to new experiences (Kolb & Kolb, 2005:194).

The sixth proposition refers to learning as a process of creating knowledge. Here social knowledge, according to Kolb and Kolb (2008:5), is created and re-created in the personal knowledge of the learner, in this study the teacher. Learning accordingly requires that individuals should first detect, depict, or grasp knowledge, and then construction of knowledge should take place to complete the learning process. Teacher learning is however affected by variables in the school context which may "enhance or hamper the professional learning of teachers" (Steyn, 2009:270). A positive school culture is thus essential for successful professional learning and development. Furthermore, teachers need to engage in creating relationships of learned knowledge with other ideas by reflectively working with meaning and finally transforming their understanding of learning in reflective processes (Moon, 2001:6).

Learning is a process whereby knowledge is created through the transformation of experience (Kolb, 1984). Accordingly, learning integrates concrete experience, reflective observation, abstract conceptualisation and active experimentation. Also, knowledge results from the combination of grasping and transforming experience (Kolb & Kolb, 2008:6). Kolb (1984:26) refers to learning as a process whereby concepts are derived from, and continuously modified by, experience. Kolb (1984:26) also asserts that, no two thoughts are the same since experience always intervenes. Learning each act of understanding is the result of a process of continuous construction and invention through the interaction processes of assimilation and accommodation. In this study continuing professional development for teachers is an experience which requires active participation and a self-directed process that can be applied in group settings as well as in the everyday life of an individual teacher as indicated by Kolb (1984).

Experiential Learning, based on Kolb’s theory, explains learning as a cyclical process that consists of four steps, namely concrete experience, reflective observation, abstract conceptualisation and active experimentation (Kolb & Kolb 2005:194). Figure 2.1 showing Kolb’s (1984) Experiential Learning Cycle indicates the learning process whereby construction of knowledge takes place in an idealised learning cycle in which one is engaged in actual experiences, reflection, thinking and active experimentation. Accordingly, learning can begin at any stage of the cycle and it can begin with a person carrying out a particular action and then seeing the effect of that action on the situation (Kolb, 1984).
John Dewey’s theory, as stated by Kolb and Kolb (2005:208) claims that decisive action is needed in order to establish contact with the realities of the world and in order that impressions may be so related to facts that their value is tested and organised. Thus, Dewey viewed reflection as a kind of thinking in the process of which one brings the subject to the forefront of the mind and gives serious thought to this (Panda, 2004:64). It is therefore imperative that programmes for continuing professional development of teachers be such that they offer opportunities for teachers to express and apply in action what they have learned as suggested by Kolb & Kolb (2005:208).

2.4.4 Reflective Learning

Reflective Learning is described as a mental process applied to complicated or unstructured ideas. Reflective Learning works in situations of unstructured complacency, and with meaning or manipulation of meaning (Panda, 2004:72). Reflective Learning should involve learning through making meaning, working with meaning, and transformative learning. Figure 2.2 below represents the reflective cycle.
Reflective Learning as seen in Figure 2.2, improves learners' (in this study, teachers as learners) critical thinking and understanding as it aims to reinforce deep learning and practice (Park & Son, 2011:172). Reflective Learning for organisation transformation is necessary as it opens the doors to creativity and innovation (Brockbank & McGill, 2006:32). This implies that the organisation collectively reflects, reconsiders and ultimately transforms from within. Reflective Learning within the organisation also occurs such that the “employee’s direct experiences and mental maps are shared in dialogue and are interpreted collectively to create collectively shared meaning as the basis for responsible action” (Kolb & Kolb, 2008:31).

In this study the researcher explored teachers’ experiences as they engaged in continual questioning of new and learned knowledge, and practise learned knowledge to further engage in development by making the necessary reviews for improvement of the process. Continuing professional development thus integrates the role of reflective learning in a six-step process as depicted in Figure 2.3.
The model (Figure 2.3) suggests that teachers would first reflect on their professional practice and then analyse and identify their development needs. The analysis is followed by creating professional development plans and undertaking professional development activities following professional development plans. This process is repeated continuously as new knowledge is learned and new ideas are reflected upon. Thus, continuing professional development depends on the development of self-awareness of a person. The growth of individual professional behaviour is the result of self-knowledge, which is being conscious of one’s knowledge and skills, one’s limitations and other sources of knowledge through self-management (Panda, 2004:67). This therefore implies that improvement on individual knowledge, skills and attitudes depends on the ability to reflect actively on experiences through self-awareness, self-improvement and self-empowerment.

In addition, Kolb’s (1984) Experiential Learning Cycle explores the four stages of learning construction, that is: CE (concrete experience); RO (reflective observation); AC (abstract conceptualisation); and AE (active experimentation) leading to the two phases by which knowledge is constructed; theprehension dimension (CE and AC) and the transformation dimension (RO and AE). An integrated learning is “where the learner touches all the bases, experiencing, reflecting, thinking and acting” (Armstrong & Fukami, 2009). The integration
comes from the resolution of the dialectic modes inherent in the model in which there is conflict between acting and reflecting and between being concrete and theoretical (Sadler-Smith, 2006:136). Accordingly, the type of learning that results is determined by the way these conflicts are resolved. Figure 2.4 below represents the dialectic modes in the experiential learning cycle.

Figure: 2.4: Dialectic modes in the Experiential Learning Cycle of Kolb (1984) (Sadler-Smith, 2006:136).

2.4.5 Integration of Experiential Learning and Reflective Learning

In Experiential Learning there is usually an active phase of learning (action, doing, and experimentation) and some mechanism of feedback and an intention to learn (Moon, 2004:125; Beard, 2010:19). The Experiential Learning Cycle (Kolb, 1984) involves a reflective learning phase, a phase of learning from the representation of learning and a further phase of learning from feedback (Moon, 2004:126). The reflective learning phase
implies a deep approach to learning which is accordingly likely to be effective (Moon, 2004:127). Learning from representation is a phase where learning is reinforced. Learning from feedback overlaps with reflective learning and is continuous with learning from the representation of learning (Moon, 2004:127). Reflective Learning thus improves learners’ (in this study, teachers) critical thinking about and understanding of what they have learned and it reinforces deep learning and practice (Park & Son, 2011:172).

Both Experiential Learning and Reflective Learning extend beyond formal education and thus are important in self-managed continuing professional development (Moon, 2004:74). Experiential Learning includes construction, deconstruction of, and reflection on an experience. In addition, Experiential Learning includes the nature of experimentation and the holistic processes involved in learning, the role of emotions and the body, and the social dynamic involved in learning (Beard, 2010:18). Reflective Learning is part of the operation of internal experience in meaningful learning of relatively complex material (Moon, 2004:90). Reflective Learning (the description, feelings, evaluation, analysis, conclusion and action plan), therefore has a role in Experiential Learning, with the exception of instances where Experiential Learning represents no learning challenge to the learner (Moon, 2004:129).

2.5 COLLABORATIVE CONTINUING PROFESSIONAL DEVELOPMENT

Collaborative practices are described as being central to continuing professional development because they provide further opportunities for teachers to establish networks of relationships through which they may reflectively share their practice, revisit beliefs on teaching and learning, and co-construct knowledge (Musanti & Pence, 2010:74). In order for teachers to grow in knowledge they need to engage in meaningful interactions with others. However, teachers tend to resist participation in collaborative practices as they do not want to disrupt their norms of individuality, privacy, autonomy, independent work, and distribution of power (Musanti & Pence, 2010:86).

The National Education Department has the responsibility to create opportunities for teacher development where teachers can continually reflect on their teaching practice and enquire deeply into how they can improve their teaching skills in order to improve learner performance. The reflective inquiry helps teachers to become researchers for that content knowledge and pedagogical knowledge which is necessary for effective teaching (RSA,
Collaborative inquiry needs to be founded on “perseverance, empathy, a common focus, equity and trust” (Neil & Morgan, 2003:59).

Neil and Morgan (2003:59) state that collaboration may be of different kinds with different networks and types of support, and can be pitched at different levels or strengths. Also collaborative development groups could include teachers from the same school, teachers in other schools, critical friends working in outside institutions and parents of learners. These groups can be “collaborative teams whose members work independently to achieve common goals linked to their purpose” (Lemke, 2009:5) and they seek to “increase teachers’ professional knowledge and enhance learning” (Vescio, Ross & Adams, 2008:81).

Neil and Morgan (2003:61) further suggest that, in considering networks and peer support within the context of collaboration, there is a need to think of who is collaborating and why, and how they are collaborating. In collaborative continuing professional development, teachers can identify joint problems and issues and effectively tackle them together. Also, teachers can establish wide networks of experience and expertise through continuous interaction with peers, study groups and support groups. They can also share resources in order to balance the economies of scale in cases where resources are scarce (Early & Bubb, 2004:91).

2.5.1 Teacher Clusters as Support Opportunities for Continuing Professional Development

In order for teachers to continually develop in subject content knowledge and pedagogical content knowledge as intended by the National Policy Framework on Teacher Education and Development (RSA, 2007), they need to engage in thoughtful inquiry, reflection, problem-solving and collaborative action (Rock & Levin, 2002:7). One way for engagement in collaborative teacher development in the South African context is that of teacher clusters (Jita & Ndlalane, 2009:58). Teacher clusters aim to help teachers reshape their professional knowledge and change their classroom practice. These clusters according to Jita and Ndlalane (2009:58) represent the experimental approach to the professional development of teachers in South Africa.

Teacher clusters provide “opportunities for shared ideas and support for one another as communities of learning” (Mokhele, 2011:43). Teacher clusters are also opportunities to empower teachers with experiences of new knowledge through interaction, shared
individual thoughts and collaborative reflection on teaching practices and “should include the teacher in all phases of their advancement” (Lucilio, 2009:53). The ultimate goal of teacher clusters should be to improve teaching practice and to help learners to achieve their full potential.

2.6 THE ROLE OF SCHOOL LEADERSHIP AND MANAGEMENT IN CONTINUING PROFESSIONAL DEVELOPMENT

2.6.1 The Role of the Principal and the School Management Team in the Continuing Professional Development of Teachers

The Personnel Administration Measures (PAM) (Education Labour Relations Council, 2003) document states that principals are responsible for the development of staff training programmes, school-based, school-focused and externally directed programmes and to assist teachers in developing and achieving educational objectives in accordance with the needs of the school (Gulston, 2010:32). Also, the entire School Management Team (SMT) which includes the principal, deputy principals and the heads of departments, needs to ensure and promote quality teaching and learning. Thus, they have the responsibility to facilitate the development of the School Improvement Plan in accordance with the needs of the school as it is required by the Integrated Quality Management System (ELRC, 2003).

The principal and School Management Team should provide professional leadership within the school and thus should establish direction for continuing professional development through shared vision and collaboration with teachers. The School Management Team together with the principal need to draw up plans for teacher development, design organisational structures within which they will pursue the goals of development and monitor the outcomes against these plans. Professional development plans need to be drawn in consultation with teachers also looking at their developmental needs so that teachers can “fully understand the programmes and the reasons why these have to be followed” (Khambule, 2007:10).

In order to encourage full participation of teachers in professional development programmes, the School Management Team and the principal need to adopt a collaborative approach which involves “positive interdependence, positive interaction, individual accountability,
interpersonal and small group skills, feedback, reflection and self-evaluation” (Khambule, 2007:12). The researcher concur with the input above, and in addition, the SMT should ensure that the adopted collaborative approach is based on a set of values and beliefs enshrined within a culture of an organisation and found in its vision and mission. This will encourage teamwork since all teachers and the SMT will be cooperating in working towards the successful and effective implementation of continuing professional development processes, and the achievement of the school’s shared vision.

2.6.2 Performance Management and Evaluation

Performance management in organisations is described as a strategic and integrated approach to delivering sustained success by improving the performance of the people who work in these organisations, and by developing the capabilities of teams and individual contributions. Accordingly, performance management is a process that directs the energy of the people in the organisation towards achieving strategic goals (Werner et al., 2011:117). Performance management seeks to improve results at the level of the individual, team and the organisation. Thus, a school as an organisation needs to develop a high performance culture which emphasises continuous assessment and the provision of honest feedback, recognition of good performance, the enhancement of an individual’s competencies and the development of team capabilities (Scott-Lennon & Barry, 2008:3). Performance must be measured in ways that are accurate and respected by everyone involved (Schermerhorn, Hunt, Osborn & Uhl-Bien, 2011:135).

The foundation for any performance management system is performance measurement in which managers need to have good answers to both the “why” and the “what” questions (Schermerhorn et al., 2011:135). The “why” question addresses purpose which is two-fold; an evaluation purpose which lets people know where their actual performance stands relative to objectives and standards, and the development purpose which provides insights into individual strengths and weaknesses that can be used to plan helpful training and career development activities (Schermerhorn et al., 2011:135). Schermerhorn et al., (2011:135) state that the “what” question basically argues that people will do what they know is going to be measured.

Performance evaluation is also necessary in a school setting as it provides input into important decisions such as identifying training and development needs, providing feedback
on performance and it also serves as the basis for monetary reward allocations (Robbins et al., 2009:460). In terms of the Integrated Quality Management System, the salary progression and grade progression (Loock, Grobler & Mestry, 2006:80), serves as a reward allocation for teachers who have participated in performance evaluation processes and have scored in accordance with the Integrated Quality Management System ratings (ELRC, 2003).

Performance evaluation feedback is necessary to help teachers to reflect continuously and improve on their performance. Feedback can be more effective when developing a flexible trust relationship and encouraging conversation in which teachers talk about their own work performance (Loock et al., 2006:86). In applying the views of Loock et al. (2006:87), feedback skills that could improve the effectiveness of work performance of teachers include: setting combined improvement goals; making sure that teachers receive the necessary training to overcome weaknesses; and paying constant attention to the conceptual skills that are needed for continual growth.

2.6.3 Leadership and Management in Teacher Motivation and Development

High levels of motivation are very important contributors to high performance (Werner et al., 2011:83). This also applies in a school organisation as highly motivated teachers will strive to perform at the highest possible level in their teaching practice. According to Werner et al. (2011:83), motivated employees want to come to work and they want to be part of teams which are interested in helping and supporting others at work, generally exerting greater effort in their work, and thus contributing to the organisation. The principal and the School Management Team therefore, need to understand the needs of each individual teacher and motivate them by directing their work to enable them to fulfil these individual needs and contribute to achieving the goals of the school.

Management, according to Mullins (2005:34), is an integral part of, and fundamental to, the successful operations of the organisation. Management is the cornerstone of organisational effectiveness and is concerned with arrangements for the carrying out of organisational processes and the execution of work (Mullins, 2005:34). The Path-goal theory of leadership suggests that the performance of subordinates is affected by the extent to which the manager satisfies their expectations. The theory accordingly holds that subordinates will see leadership behaviour as a motivating influence to the extent that it means satisfaction of the
needs is dependent upon effective performance and the necessary direction, guidance, training and support provided (Mullins, 2005:299).

Teachers and school managers constantly interact with one another by “following organisational rules and policies, meeting performance standards and living with working conditions that are often less ideal” (Robbins et al., 2009:77). It is thus important that the principal and the School Management Team are equipped with skills and knowledge of how to manage teacher motivation so that teachers will “believe in their inner worth and basic competence” (Robbins et al., 2009:79). According to Schieb and Karabenick (2011:13), highly motivated teachers are more likely to engage in professional development. Teachers’ views on professional development and its contribution to the acceptability, feasibility and usefulness of a particular programme will significantly influence their motivation to attend professional development (Schieb & Karabenick, 2011:10).

The principal and the School Management Team need to ensure that teachers are motivated and encouraged to participate in decision-making and trust them with the responsibility for taking the lead in processes of the whole school development. In this way teachers will feel needed and thus be motivated to participate in the processes of development. This in turn will improve the effectiveness of teaching and learning in a school as teachers have self-actualisation needs as stated in Maslow’s (1970) hierarchy of needs. The term self-actualisation needs refers to the need for self-fulfilment, the desire to be all that one can be, and they are the highest level of needs at the top of the hierarchy (Werner et al., 2011:86). Self-actualisation needs have to be aroused, directed and sustained through recognition, as these needs are “growth needs” (Werner et al., 2011:89) and teachers, like other employees in organisations also need growth and fulfilment.

According to Guajardo (2011:7), recognition, the work itself, responsibility and advancement are more effective long-term motivators than interpersonal relations, working conditions and pay. The School Management Team and the principal therefore need to have a high level of socialised power in order to be able to “arouse, direct and sustain the behaviour” (Werner et al., 2011:83) of teachers through persuasion and by inspiring them to achieve the school goals for successful continuing professional development.
2.7 CONCLUSION

This chapter has provided a summary of the relevant aspects of the South African Policy Framework for Teacher Education and Development (RSA, 2007). This has included aspects of continuing professional development such as the objectives of professional development for teachers, the Integrated Quality Management System, subject-based continuing professional development, the Gauteng Department of Education (GDE) support, district-support for continuing professional development and teacher ownership. Organisational behaviour in education (Owens & Valesky, 2011) was discussed as a theoretical framework within which “experiential learning that involves the whole person through thoughts, feelings and physical activity” (Beard & Wilson, 2006:2). Experience in this regard refers to teachers’ active engagement in, and meaningful encounters with continuing professional development in the school context.

Continuing professional development in a school should be presented as an experiential, cyclical learning process in which teachers are “experiencing, reflecting, thinking and acting in a recursive process that is responsive to the learning situation and what is being learned” (Kolb & Kolb, 2005:194). The process should be a planned continuous and life-long process where teachers try to develop their personal and professional qualities and improve their knowledge, skills and practice, leading to their empowerment, and improvement and the development of their organisation and of their learners’ performance.

Figure 2.5 on page 41 presents a schematic representation of the researcher’s understanding of Organisational Behaviour and Learning in the school with the integration of Experiential Learning and Reflective Learning as theoretical framework for the study.
Organisational behaviour and learning in the school

The school as a learning organisation
Individuals, groups and the school
Learners, teachers and the School Management Team (SMT)

Organisational learning
Individuals and groups in the school as an organisation are learning
Collective and individual learning processes

Experiential Learning
(Kolb, 1984)

Concrete experiences
Abstract experimentation

Reflective observation

Integration: Experiential and Reflective Learning

Action plan
Description
Feelings

Analysis
Evaluation

Reflective Learning
(Gibbs, 1998)

Abstract conceptualisation

Conclusion

Collaborative continuing professional development for educators
Teacher clusters

School leadership and management
The principal and School Management Team (SMT)
Performance management and evaluation
Teacher motivation

Figure 2.5: Organisational Behaviour and Learning in the school as a theoretical framework for the study.
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

Chapter 3 outlines the purpose of the research study, and presents a paradigmatic approach to the study, research design, sampling strategies, data collection, data analysis, quality criteria and ethical consideration which will be discussed. The study was undertaken in a qualitative research paradigm as the researcher wished to explore and understand the experiences of teachers regarding continuing professional development.

3.3 PURPOSE OF THE STUDY

The purpose of this research study was to explore and describe secondary school teachers’ experiences of continuing professional development in Tembisa, to improve their teaching practices and school effectiveness. The study further explored how secondary school teachers understand taking ownership and leadership in their continuing professional development in order to improve their teaching practice. Also, the study explored how the secondary School Management Team (SMT) creates opportunities and support for teacher learning and development through professional development programmes.

In addition, the study aimed to contribute to the knowledge regarding secondary school teachers’ experiences of continuing professional development and improvement of teaching practices and school effectiveness.

3.3 PARADIGMATIC APPROACH

A paradigm may be viewed as a set of beliefs that deals with ultimates of first principles (Guba & Lincoln, 1994:107). It is a framework for observation and understanding which shapes both what people see and how they understand it (Babbie, 2005:32). Accordingly, a paradigm represents a worldview that defines for its holder, the nature of the world the individual’s place in it, and the range of possible relationships to that world and its parts. This study is informed by the interpretive epistemology. The researcher seeks answers to questions of how teachers as inhabitants in social settings make sense of their surroundings
through social roles and answers that stress how experience is created and given meaning (Denzin & Lincoln, 2003:13).

3.3.1 An Interpretive Epistemology

In the interpretive epistemology, the knower and known interact and shape one another (Denzin & Lincoln, 2003:33). The interpretive paradigm is characterised by a concern for the individual and a wish to understand the subjective world of human experience (Cohen, Manion & Morrison, 2007:21). In this perspective the researcher attempts to understand a phenomenon through the meanings that people assign to it and the individuals’ interpretation of the world around them (Cohen et al., 2007:22). In this study the researcher explored and described teachers’ experiences and understanding of continuing professional development in order to build knowledge about their experiences.

3.3.2 A Qualitative Methodological Approach

Qualitative research is a field of inquiry that consists of a set of interpretive material practices that make the world visible. It involves the studied use and collection of a variety of empirical materials such as the case study and personal experiences that describe problematic moments and meanings in individuals’ lives (Denzin & Lincoln, 2003:5). Qualitative research facilitates the construction of meaning as attributed to different objects, people and life events. The qualitative research approach enabled the researcher to understand teachers’ experiences regarding continuing professional development in their natural setting which is the school environment.

A qualitative approach was applied in this study guided by interpretive epistemology, in order to understand the participants’ experiences, their behaviour and continuing professional development practice. Qualitative techniques such as focus group in this study allowed the researcher to share in the understandings and experiences of teachers and to explore how they structured and gave meaning to continuing professional development. In this way the researcher examined and explored how teachers learn about and make sense of themselves and others in the school environment as they actively “interpret events, context and situations and act on the bases of those events” (Cohen et al., 2007:21).
3.4 RESEARCH DESIGN

3.4.1 Case study design

A case study design is an investigation into a specific instance or phenomenon in its real-life context (Cohen at al., 2007:170). The case study design was employed to gain rich and thick descriptions of the phenomenon which in this study took the form of teachers’ experiences of continuing professional development in a secondary school (Cohen et al., 2007). The purpose of a case study is to “catch the complexity and situation of behaviour and contribute to action and intervention and to present and represent reality giving sense of being there” (Cohen et al., 2007:85). A case study also provides a unique example of real people in a real situation and can establish cause and effects in real contexts (Cohen et al., 2007:253).

The researcher in this study made use of an instrumental case study (Cohen, et al., 2007) as a strategy to focus on a group of teachers in a school setting and on interviewing of the School Management Team as a group, for data collection.

3.5 SAMPLING STRATEGIES

3.5.1 Purposive sampling

Purposive sampling is a strategy involving the choice of small groups or individuals likely to be knowledgeable and informative about the phenomenon of interest (McMillan & Schumacher, 2001:598). In order to access in-depth knowledge about teachers’ experiences of continuing professional development, the researcher purposely chose participants by virtue of their experience and interaction with continuing professional development. For the purpose of this study, the researcher has purposely selected six post level one teachers and four members of the School Management Team in order to gain rich insight into, and understanding of, their experiences of continuing professional development.

3.5.2 Site selection

The researcher chose to conduct this study at a secondary school in Tembisa. The school was established in 1975 and it is the second secondary school in the area. The school is situated at Sedibeng Section in the old area of Tembisa and has forty six teaching staff which includes the principal and other members of the SMT and twelve personnel assistant
staff. The enrolled number of learners is about one thousand three hundred learners from the local area, with a few travelling from neighbouring townships. The governing body of the school works together with the principal to maintain discipline and support teacher development which takes place through workshops organised by the district office. The researcher purposely selected the school in anticipation that the site will be suitable for providing in-depth data on teachers’ experiences regarding continuing professional development which will contribute to knowledge and understanding of the phenomenon and will improve teaching practice.

3.5.3 Selection of participants and sample size

The researcher selected ten participants in the selected secondary school in Tembisa. These participants were made up of six post level one teachers from the Mathematics and Commerce departments and four members of the SMT. The post level one participants were selected in order to understand their in-depth experiences of continuing professional development and the support they receive from the SMT. These teachers were purposely selected to ensure that they would have a common continuing professional development experience about the developmental programmes provided by the Department of Basic Education (DBE). Both selected teachers from the two departments are teaching critical subjects in which continual professional development in teaching skills and knowledge is required for effective teaching practice in the school. The researcher therefore, anticipated that the selected teachers would feel comfortable sharing with each other (Morgan, 1997:36) their experiences regarding continuing professional development. All participants completed the biographical questionnaire before the focus group sessions with teachers and interview with the School Management Team as a group (see Appendix C).

Tables 3.1 and 3.2 below indicate the gender, age, race, qualifications and teaching experiences, teaching subjects at school, and the professional development programmes which participants attended in 2012 and throughout their teaching careers. Sampled focus group teachers have defining features that are characteristic of the population of other teachers at the research site. They also exhibit varied experiences regarding the study phenomenon which is teachers’ experiences of continuing professional development in a secondary school in Tembisa. The sampled teachers ranged from approximately five to twenty years teaching experience and have attended one or two of the continuing professional development programmes such as content training (which is subject specific like Mathematics, Science and Commercial subjects). They were engaged in the Secondary
Schools Improvement Programme (SSIP) which was also content/subject specific, the Curriculum Assessment Policy Statement training programme and the Integrated Quality Management System programme which integrates developmental appraisal, the performance management system and whole school evaluation for their development during the year 2012, and thus were suitable for providing data on their experiences. The focus group sessions were predominately populated by the Mathematics teachers who voluntarily agreed to participate in the study and one teacher from the Commerce department. These teachers were all female.

**TABLE 3.1: Biographical data of participants: Teachers.**

<table>
<thead>
<tr>
<th>Participant</th>
<th>P1</th>
<th>P2</th>
<th>P3</th>
<th>P4</th>
<th>P5</th>
<th>P6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Female</td>
<td>Female</td>
<td>Female</td>
<td>Female</td>
<td>Female</td>
<td>Female</td>
</tr>
<tr>
<td>Age</td>
<td>49</td>
<td>43</td>
<td>42</td>
<td>34</td>
<td>42</td>
<td>38</td>
</tr>
<tr>
<td>Race</td>
<td>African</td>
<td>African</td>
<td>African</td>
<td>African</td>
<td>African</td>
<td>African</td>
</tr>
<tr>
<td>Qualifications</td>
<td>STD, BA</td>
<td>STD (Technical) ACE, BEd Honours (Mathematics Education)</td>
<td>BCom, PGCE</td>
<td>Electrical engineering (N6), NDPE, ACE in Mathematics</td>
<td>BA, Diploma in Education</td>
<td>BA, HED, BEd Honours</td>
</tr>
<tr>
<td>Teaching experience in years</td>
<td>8</td>
<td>20</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Teaching subjects at school</td>
<td>Maths Literacy and Natural Science</td>
<td>Mathematics</td>
<td>Tourism and Economics</td>
<td>Maths and Natural Science</td>
<td>Maths, Natural Science and Arts and Culture</td>
<td>Maths and English</td>
</tr>
<tr>
<td>School-based development (Appraisal and Performance Management as required by the DBE policy)</td>
<td>Integrated quality management system (IQMS)</td>
<td>Integrated quality management system (IQMS)</td>
<td>Integrated quality management system (IQMS)</td>
<td>Integrated quality management system (IQMS)</td>
<td>Integrated quality management system (IQMS)</td>
<td>Integrated quality management system (IQMS)</td>
</tr>
<tr>
<td>District-based development (Content training)</td>
<td>Content training (subject specific training)</td>
<td>Content training (Cluster) (subject specific training) and Secondary Schools Improvement Programme (SSIP)</td>
<td>Content training (subject specific training)</td>
<td>Content training (subject specific training)</td>
<td>Content training (subject specific training)</td>
<td>Content training (subject specific training)</td>
</tr>
</tbody>
</table>
The four SMT members selected were made up of the Principal, Deputy Principal heading the School Development Team and two Heads of Departments, to be able to gain insight into how they as SMT and leadership created opportunities and support for continuing professional development of teachers in the school. The teaching experience of the sampled members of the SMT ranged from ten to thirty four years. All the selected participants except for the principal who has not attended the Curriculum Assessment Policy Statement training programme, have participated in one or two of the continuing professional development training programmes such as: content training (which is subject specific like Mathematics, Science and Commercial subjects); the Secondary School Improvement Programme which is also content/subject specific; Curriculum Assessment Policy Statement training; and, the Integrated Quality Management System programme of development during the year 2012.

TABLE 3.2: Biographical data of participants: School Management Team.
<table>
<thead>
<tr>
<th>District-based development (Content training)</th>
<th>Advanced Certificate in Education (ACE) - Principal training</th>
<th>Content training and SSP</th>
<th>District-based development (Content training)</th>
<th>Advanced Certificate in Education (ACE) - Principal training</th>
<th>Content training and SSP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 3.6 DATA COLLECTION

Data was collected through three focus group sessions with secondary school teachers in accordance with the guidelines of Morgan (1997:45) wherein he outlines how to conduct and analyse a focus group. This was in order to provide data that is as specific as possible, and also to foster interaction, explore the participants’ thoughts and feelings, while taking into account the personal context that participants used in generating their responses to the topic (Morgan, 1997:45).

Initially the researcher planned to conduct individual interviews with the SMT however, due to time constraints and availability of all SMT members in one day at a specific time, an interview with the SMT as a group was conducted. In an attempt to collect more, precise and authentic data the researcher audio recorded the focus group sessions and the interview with the SMT as a group. The researcher also asked permission to collect relevant documents such as teachers’ personal developmental files which included their personal growth plans, their pre-evaluation and post-evaluation meetings of the developmental support groups (DSGs), lesson observation instruments, minutes of the school development team (SDT) and the school development policies. However, participants were not able to supply all these documents as needed and those that were received could not be used for the purpose of this study.

#### 3.6.1 Focus Group

In a qualitative study, a focus group aims to provide in-depth explanatory data from a small, representative segment of the population and therefore the findings in the study are not automatically projected to be representative of a larger population (De Vos, Strydom, Fouche & Delport, 2005:312). A focus group is basically a group interview in which the researcher relies on the interaction within the group, based on topics that are supplied by
the researcher (Morgan, 1997:2). Participants in the focus group are likely to relate to others within the group according to existing relationships (Roulston, 2010:39). A focus group creates a process of sharing and comparing among the participants (De Vos et al., 2005:301).

The focus group in this study consisted of six post level one teachers who were able to exchange ideas and opinions and who participated in discussions. The hallmark of a focus group is the explicit use of group interaction to produce data and insights that would be less accessible without the interaction found in a group (Morgan, 1997:2). These were conducted in three focus group sessions aimed to explore teachers’ concrete experiences and their reflective observations of a continuing professional development. Each focus group session was scheduled to not take longer than ninety minutes. Ground rules were set for all members to participate fully to keep focused, maintain momentum and achieve closure on questions. An agenda was drawn up for welcoming, the reviewing of goals, reviewing of ground rules, for introductions, for questions and answers and finalisation. Audio recording was done with the help of a moderator who was the neutral member of the curriculum staff selected by the school principal to observe and also to assist in taking notes.

The questions of the focus group sessions focused on the major areas of the research question which is “what are the experiences of teachers in continuing professional development in a secondary school in Tembisa?” The focus group interview protocol for both the Mathematics and Commerce teachers in post level one is provided in Appendix D.

3.6.2 Interview with School Management Team as a group

In an interview with a group, participants are asked a set of semi-structured or structured questions without debating or arguing about the responses being generated (Maree, 2010:90). A group interview is often quicker than individual interviews and is timesaving and can also bring together people with varied opinions (Cohen et al., 2007:373). In this study the researcher conducted an interview with the SMT as a group and was able to explore how the SMT creates opportunities and support for teacher learning and development through continuing professional development programmes in the school. The SMT was made up of the principal, deputy principal and two heads of department. A semi-structured interview protocol was used for the interview with the SMT as a group. See Appendix E.
3.7 ETHICAL CONSIDERATIONS

For the purpose of this study, certain research ethical principles were adhered to, namely, informed consent, privacy, confidentiality, anonymity, and protection from harm (Babbie, 2010:66).

3.7.1 Informed Consent

Informed consent means participants “base their voluntary participation in the research project on a full understanding of the possible risks involved” (Babbie, 2005:64). It is the procedure in which individuals choose whether to participate in an investigation after being informed of facts that would be likely to influence their decisions (Cohen et al., 2007:52). The researcher in this study explained the purpose, contents and procedures of the research, any foreseeable risks, and the benefits that might be derived from the research. Also, participants were informed of the rights and obligations to confidentiality, opportunities for participants to ask questions and signed contracts for participation (Cohen et al., 2007:55). Signed consent was then obtained from the six participants selected for the focus group sessions and the four SMT interviewees. These were kept in a secure location in order to preserve the participants’ privacy.

3.7.2 Privacy, Confidentiality and Anonymity

Privacy gives the individuals the “freedom to decide when and where, in what circumstances and to what extent their personal attitudes, opinions, habits, eccentricities, doubts and fears are to be communicated to or withheld from others” (Cohen et al., 2007:63). In this study privacy and confidentiality were guaranteed when the researcher promised not to disclose the names of the participants even though she would be able to identify participants from the information given (Babbie, 2005:65; Cohen et al., 2007:65). Anonymity was guaranteed such that neither the researcher nor the readers of the research findings would be able to identify a given response with a given respondent as the researcher used pseudonyms and not the names of the participants (Babbie, 2005:64; Cohen et al., 2007:64).

3.7.3 Protection from harm

Harm in a research study may include emotional or psychological distress. In this study the researcher communicated the potential harm that might occur during the process of the focus groups sessions and the interview with the SMT as a group, and also promised to protect participants from harm, while avoiding asking those questions that elicit anxiety,
dredge up unpleasant emotions, or caused participants to evaluate themselves critically (Babbie, 2005:69).

3.8 DATA ANALYSIS AND INTERPRETATION

3.8.1 Data Preparation
Data was organised for analysis through dates, the three focus group sessions and participants at each session, and pseudonyms used for each participant in order to keep track of participants’ responses. An identifying pseudonym or number was given to each participant for easy identification of data. The researcher transcribed all recorded data word for word and included some non-verbal cues in the transcripts as Maree (2010:104) suggests. Transcription is a process of converting audiotape recordings or field notes into text data (Creswell, 2012:239). Transcripts of the focus group and the interview with the SMT as a group were read several times in order to check the correctness and make sense out of all responses. See Appendices F and G for examples of pages from the transcriptions of the focus group sessions and interview with the SMT as a group.

3.8.2 Data Analysis
A qualitative data analysis is based on an interpretive philosophy that is aimed at examining meaningful and symbolic content of qualitative data (Maree, 2010:99). It involves organising, accounting for and explaining the data; making sense of data in terms of the participants’ definitions of the situation, and noting patterns, themes, categories and regularities (Cohen et al., 2007:461). It also involves engaging in an initial exploration of the data through the process of coding. The purpose of using codes is to develop a more general picture of data that is descriptions and themes; to present the findings through narratives; and to create an interpretation of the meaning of the results by reflecting personally on the findings and on the literature that might inform the findings (Creswell, 2012:237).

In this study a thematic data analysis was undertaken and interpretation applied based on integration of the data analysis methods. Data analysis in this study included transcribing data generated from focus group sessions and an interview with the SMT as a group, coding data by segmenting and labelling text to form descriptions and broad themes in data (Creswell, 2012:243). This was done by noting all mentions of a code, whether each individual participant mentioned a given code and whether each group’s discussion
contained a given code (Morgan, 1997:60). Data was selected and reduced to that which provided specific evidence of themes.

3.8.3 Data Coding

Data coding is a process of segmenting and labelling text to form descriptions and broad themes in the data (Creswell, 2012:243). It is a process of disassembling and reassembling data by breaking it apart into lines, paragraphs or sections and rearranging these parts through coding, to produce a new understanding of the data (Cohen et al., 2007:492). Thus in this study, the researcher carefully read through transcribed data and marked segments of data with descriptive words and unique identifying names. The coding process was done in a three column table format, in which data was prepared in the first column, codes were inserted in the middle column and themes in the third column. Text segments were identified and underlined; and codes were assigned to describe the meaning of the identified text segments as suggested by Creswell (2012:244). See Appendix H and I for examples of pages from the data preparation and coding. A list of all code words was compiled, similar codes were grouped together and redundant codes were identified. Codes were then reduced to a smaller more manageable number in order to develop broader themes which formed major ideas according to Creswell (2012:245). See Appendices J and K for the focus group sessions and interview with the SMT as a group: code listing; grouping; sub-themes; and themes.

3.8.4 Establishing Categories, Themes and Patterns

Themes are similar codes aggregated together to form major ideas in the database (Creswell, 2012:248). Themes can be identified as ordinary themes which the researcher might expect to find (Creswell, 2012:248). Codes that participants discussed mostly, those that were unique or surprising, those that have the most evidence to support them and those that were expected to be found when studying the phenomenon, which is teachers’ experiences of continuing professional development, were examined in order to reduce data to a smaller number of themes. Themes that emerged during data analysis were also analysed for multiple perspectives and contrary evidence. The reading and re-reading of transcripts was done and a point of saturation was reached when no new information surfaced, thus all themes were adequately identified as suggested by Creswell (2012:251). See Appendices J and K for the code listing, grouping, themes and sub-themes.
3.8.5 Data Interpretation

Data interpretation in qualitative research is a written account of the phenomenon by making use of themes, sub-themes, grouping codes (patterns) and coding from data analysis. This involves making sense of data by forming larger meaning about the phenomenon based on personal views, comparisons with past studies or both (Creswell, 2012:257). In Chapter Four the analysed data is brought into context with existing theory to reveal how it corroborates existing knowledge or brings new understanding to the body of knowledge (Maree, 2010:111). In Chapter Five the interpreted findings of this study are also brought into context with existing literature and research studies to reveal how it corroborates with existing knowledge about continuing professional development in a school environment.

3.9 QUALITY CRITERIA

Throughout the research process, the researcher consciously aimed at making the research study trustworthy. Trustworthiness in this study was established in terms of credibility, transferability, dependability and confirmability (De Vos et al., 2005:346; Cohen et al., 2007:158). In this study credibility was achieved through triangulation and multiple data resources: three focus group sessions and interview with a group, transferability achieved through detailed descriptions of collected data during analysis, and confirmability (the extent to which the results can be confirmed by others in relation to the data collected) was also ensured as Babbie and Mouton (2001:278) indicate.

To ensure confirmability, the researcher in data analysis kept on referring to the focus group transcripts and interview with a group transcript. The researcher ensured that she questioned her findings in terms of possible bias and assumptions. The findings of the study were not generalised as these were based on a case study of one secondary school, six selected teachers and four members of the SMT of the selected research site.

3.9.1 Credibility

Credibility refers to trustworthiness, verisimilitude, and plausibility of the research themes and patterns that emerge from the data (McMillan, 2000:272). It is about the objectivity and extent to which data, data analysis and conclusions are believable and trustworthy (McMillan, 2000:272). Credibility in a study aims to demonstrate the accuracy of the inquiry (De Vos et al., 2005). In this study the researcher achieved credibility through triangulation...
by making use of data collection methods such as a focus group and interview with the SMT as a group and data analysis to deepen understanding and encourage consistent interpretation.

3.9.2 Transferability
Transferability is described as the extent to which the findings can be applied in other contexts or with other respondents (Babbie & Mouton, 2001). Throughout the study the researcher referred to the original theoretical framework to show how data collected through focus group sessions, interview with the SMT as a group and analysis was guided by concepts and themes stating the parameters of the research (De Vos et al., 2005:346). The researcher gave a clear description of context, the selection of participants, data collection and the process of analysis.

3.9.3 Dependability
Dependability refers to the stability of the findings over time, or the degree to which data changes over time. In this study dependability was achieved by reporting the processes within the study in detail. This most probably will ensure that when future researchers repeat the work in other settings, they will be able to produce similar outcomes by assessing the extent to which research practices have been followed.

3.9.4 Confirmability
Confirmability refers to the extent to which findings to the study can be confirmed by another (Babbie & Mouton, 2001:278; De Vos et al., 2005:347). In this study the researcher ensured that, as far as possible, the findings of the study were indeed the experiences and ideas of the participants rather than her own biases by making use of two data resources (Yin, 2003:97) thus, a focus group and an interview with the SMT as a group.

3.10 The Researcher’s Role
In this study the researcher’s role was to facilitate discussions during focus group sessions and also in an interview with the SMT as a group, to be able to capture data with an audio recorder as the participants talk to one another regarding the questions being asked. The researcher acknowledged that her own emotions, attitudes, beliefs, values and characteristics may have unintentionally harmed participants and caused them to feel threatened and thus to withhold vital information needed for the study. The researcher
endeavoured to maintain boundaries and adhered to ethical issues of research by re-assuring participants' confidentiality throughout the process. As a novice researcher, the researcher may have brought in her own biases to this study due to personal experiences with continuing professional development. She however have consciously striven to be attentive, empathetic and discreet in handling data acquired during the focus group sessions and the interview with the SMT as a group.

3.11 CONCLUSION

This chapter has explained the paradigmatic approach that was used, and also the research design, sampling strategies, data collection, ethical considerations, data analysis and interpretation. In addition, credibility, transferability, dependability and confirmability were discussed as quality criteria. The researcher’s role was briefly presented.
CHAPTER FOUR: RESEARCH FINDINGS

4.1 INTRODUCTION

In this chapter the researcher presents a detailed discussion of the findings of thematic analysis and the supporting evidence of the focus groups sessions and interview with the School Management Team as a group. The participants'/teachers’ verbatim responses are used to enrich the discussion as from examples of pages from the transcriptions provided in Appendices F and G. A discussion of the findings of the data collected through the interview with the SMT as a group is presented to reveal how in their own view the SMT understand continuing professional development and the creation of opportunities for teacher learning and development. The chapter resumes with the presentation of findings of the thematic analysis of the focus group data with the teachers (paragraph 4.2), followed by the findings of the interview data with the SMT as a group (paragraph 4.3).

4.2 FINDINGS OF THE THEMATIC ANALYSIS OF THE FOCUS GROUP DATA: TEACHERS

In total four main themes and six sub-themes were identified during thematic analysis of the focus group sessions as indicated in Creswell (2012:243). A detailed thematic analysis of the focus group data is presented in Appendix J. These themes are related to the participants'/teachers’ understanding of continuing professional development, their experiences of continuing professional development, the improvement of teaching practice and teachers’ views of the SMT creating opportunities for teacher learning and development in continuing professional development. The sub-themes identified are: the need for continuing professional development (CPD); CPD as developmental and learning process; taking ownership of continuing professional development; challenges with continuing professional development; continuing professional development programmes; and improved teaching knowledge and practice as well as participants’/teachers’ views of the SMT creating opportunities and support in their continuing professional development. These findings are presented in detail in the paragraphs that follow and participants’ responses in their own words (verbatim), were used to enrich these discussions. These responses have not been edited but are preserved as they were received in order to convey the views of the teachers. Table 4.1 below presents a summary of the findings of the thematic analysis.
4.2.1 THEME 1: UNDERSTANDING CONTINUING PROFESSIONAL DEVELOPMENT

The understanding of continuing professional development (CPD) in this study is that of teachers working in the South African context and who are in one secondary school in Tembisa Township of Gauteng Province. Participants who are teachers in this study revealed that, due to an ever changing education system in South Africa, there is a need for teachers to develop in order to be able to meet the demands of the society. Thus, learning is ongoing. Also, continuing improvement is important for teachers to be up to date with changes and current issues. CPD is needed to avoid stagnation. Phrases such as ongoing
process and continuously gaining knowledge, and self-development were considered to be
descriptive of this theme. The following participants’ views support this:

*Continuing professional development is an ongoing process of personal as well as professional development through workshops that are conducted by either our facilitators or people contracted to workshop us on a certain subject matter that we need to know. And also learn the implementation part of it, how to implement such things.* (P6)

*I think continuing professional development is about us continuously seeking (gaining) knowledge by attending the available workshops provided to train us in our different subjects and teaching methods.* (P5)

*It is of one developing themselves through personal studying with tertiary institutions in order to acquire certificates, diplomas or a degrees.* (P2)

*We used to have that old education system, we had the OBE, and we had the NCS, now its CAPS! If there is no need to develop, at the end you’ll be stagnant wherever you are and you'll end up resisting change because there are people that are afraid of change. And if you resist change you won’t develop!* (P1)

### 4.2.1.1 Sub-theme 1.1: The need for continuing professional development

Teachers/participants in this study stated that continuing improvement is important for them to be on par with changes and current issues. They also revealed that CPD makes a teacher competent and is needed to avoid stagnation, and to be at par with the new curriculum and up to date with changes occurring. Teachers also experienced that CPD is relevant for delivery in class and that it helps them get information on the continually changing curriculum. The following expression was made by a participant with regard to the need for continuing professional development:

*Makes you as a teacher to be competent. Because you always develop your skills and ability as my colleagues have mentioned that the education system change from time to time. So you have to keep abreast with what is happening.* (P2)

The following expression also adds to the participants’/teachers’ expression of the need for continuing professional development which encompasses all developmental activities and programmes with a view to professional growth as indicated in the National Qualification Framework Act 76 of 2008 (RSA, 2011).

*I think it also helps to meet the diverse needs or demands of the society. As Mam pointed out that there are always some changes in the education system. So, it’s for us to continue*
equipping ourselves with the new skills in order to meet the demands of our modern society. (P5)

**4.2.1.2 Sub-theme 1.2: Continuing professional development as a developmental and learning process**

Teachers/participants described continuing professional development (CPD) as collaborative learning through clusters and with peers, continuously gaining knowledge through workshops and registering with institutions of higher learning (universities). The following were some of the participants’ views:

*Continuing professional development is an ongoing process of personal as well as professional development through workshops. We need to develop professionally as in registering with institutions of higher learning.* (P6)

*It is about one developing himself or herself through personal studying with tertiary institutions.* (P2)

Teachers revealed that CPD is relevant for delivery in class and that it helped develop their teaching skills. This is supported by the following verbatim responses:

*I can say that my experience of attending workshops has helped me a lot. I came here at school not knowing anything. But when I come and attend a workshop, it really helped me a lot. I was able to tackle many things in the classroom. I can teach whatever in the classroom. I don't have a problem.* (P3)

*And also it improves your skills, in profession.* (P4)

Continuing professional development also helps in the improvement of professional skills. Participants/teachers also indicated that as they were attending various workshops, amongst others the Secondary Schools Improvement Programme (SSIP) workshop, which was aimed at improving the results of underperforming secondary schools, they learned different approaches to teaching. In these workshops, participants stated that they collaboratively learned together as the training was not facilitator-centred. Teachers were given the opportunity to make presentations by teaching certain topics using different approaches, thus learning varying approaches to different concepts took place as teachers engaged with one another.

*I was talking about SSIP (the Secondary Schools Improvement Programme), because from those workshops you learn from other colleagues as I mentioned different approaches to
different concepts. And what I like most is from these workshops, we also learn how to develop a child, help a child develop a conceptual understanding. A child must understand to answer any concept irrespective of how the question is asked. (P2)

Collaborative cluster meetings which are currently called content/subject training sessions, were also highlighted as having helped teachers to develop one another and teach effectively. Participants/teachers also experienced development through personal studies by registering with institutions of higher learning. Participants/teachers stated:
It's not only workshops, but also meetings with other teachers from different schools through cluster meetings which are now called content training. It's in order to develop one another on how we can teach learners effectively using different styles of teaching! (P5)
I'm also studying with tertiary institution and I'm continuing attending courses like the programmes organised by the district. And I also encourage my friends to register because I see it is important. (P2)

4.2.2 THEME 2: EXPERIENCES OF CONTINUING PROFESSIONAL DEVELOPMENT
Participants/teachers experienced continuing professional development by continually attending workshops and engaging in collaborative self-improvement. Participants/teachers indicated that a need to develop further beyond the training sessions was aroused and created because the time allocated to CPD programmes and training sessions is not enough. Apart from continually attending CPD programmes, they are also engaged in professional development through registering at institutions of Higher Education for self-improvement. Participants/teachers also indicated that development actually starts with people’s willingness to develop themselves and taking action toward that development by registering with institutions of Higher Education to achieve that goal. This is supported by the following verbatim expressions from a participant:
I feel it arouses the need for one to develop professionally outside the training, because what they do to me is not enough. It gives a reason to go and want to learn more, outside what the government is able to offer. I think it pushes an educator to reach out and touch. You want to go and register for a particular course to improve yourself because what they are offering is not enough! Bearing in mind the time given. Time is what matters most, the time frame given for this continuous development is not enough! (P6)
I understand the development starts with the one’s willingness! Me wanting to develop myself and if I'm not motivated into developing myself, then at the end of the day it becomes like I'm being forced! (P6)
4.2.2.1 Sub-theme 2.1: Taking ownership of continuing professional development

Participants/teachers indicated that they engaged in continuing professional development by attending workshops and applying the knowledge learned from these workshops. Participants/teachers also revealed that they developed themselves by working as a team in their different departments at school and by learning strategies that would help them to teach effectively. These expressions from participants support this:

Like us in our department Maths, who is this guy? S. Yeah, he is here to help us. Like if you don’t understand the topics, he comes and help you in the classroom, and then you see his strategy and next time you use the same. (P4)

You can acquire more knowledge from other colleagues. Let’s say you have a group of teachers who are teaching the same subject with you, and you have a problem in that particular subject, those group mates will help you solve some problems that you meet. (P5)

Participants/teachers also informed that in addition to working together collaboratively as teams in different departments, they go further by taking the initiative to collaborate with colleagues from other schools in the township in order to continually acquire different skills for teaching effectively. In this way they take ownership of their professional development. The following participants’ views support this:

Even going extra mile of calling somebody who is teaching the same content with you from a different school. Remember, continuous development goes back to a teacher being responsible for what you are supposed to deliver! Continuous development is aimed at improving one’s skills in delivering the message of the day. Now if I fail then I can also ask for assistance! (P6)

I think besides going outside, inside the school if we work as a team, you find that inside your department maybe one teacher likes this part, so you can switch and he will attend to your classes. That is also done in the Mathematics department. (P2)

Even the commerce department have people that they call to motivate learners. They do it of their own will, without a push from any SMT. They do it as teachers. That shows that teachers are really ready to be developed! (P1)
Challenges with continuing professional development

In this study, the challenges that participants/teachers experienced include the Integrated Quality Management System as a school-based continuing professional development programme. Participants stated that IQMS helps and equips teachers for effective teaching but teachers have a negative attitude toward it because the development of this is not done properly. Also, participants experienced challenges with regard to organised district as well as national level CPD programmes. They made reference to content training meetings (previously cluster meetings) being a challenge since they have to attend these meetings after school when they are already tired. Participants also highlighted the challenges they experienced with the new Curriculum Assessment Policy Statement (CAPS) training programmes. They said the time allocated for these training programmes is not enough. The following verbatim responses illustrate this:

School-based (development) normally we are facing IQMS. That is the only development that we get in terms of school based. It really helps IQMS to be honest it's just that we tend to have a negative attitude toward it. But if IQMS would be implemented in the real sense of implementation of IQMS, I think teaching would be smooth and simple really. (P6)

What the lesson observation as my colleagues have talked about it, it does benefit us. But in IQMS, is not only the teaching part that we are looking at. There are many experiences where we are facing some challenges. They are not put into consideration. For example if I say my classroom is crowded, it will be just in the paper there. The next time I implement my IQMS again in papers for review, I state the same problems, and nothing changes. (P5)

Referring to CAPS training that takes place for three days during holidays, and also content training that is held after hours. These both, CAPS and content training are not allocated enough time. At least SSIP (Secondary School Improvement Programme) that is conducted during Saturdays is better because it goes from eight to four. In that programme at least, the facilitator will find someone, the specialist who will train you how to teach different concepts and how to approach those concepts in Mathematics. (P2)

Teachers/participants also stated that although there is need for workshops, the time allocated for training was not enough. The following view from a participant supports this:

I think we need workshops, although there’s not enough time. I think they want to complete that time of training quickly. (P4)

Participants/teachers also insisted that classroom overcrowding and regular changes make it difficult to implement CPD programmes and that they are not empowered to contribute to
CPD programmes as they are not involved when policies change. Thus, policies seem difficult and impossible to implement as the time for training is also not enough. These statements are supported by the following verbatim responses:

Changes are made regularly. By the time you are trying to implement there is something that has been introduced. (P5)

Like MD said last time they do not train us how to teach in an overcrowded classroom at the workshop. If the HODs do not know how to develop us in disciplining a full class like that! So overcrowding like makes development at school level very difficult! (P3)

We are still experiencing overcrowding in our classes, and to teach and to maintain discipline is difficult in these classes. So our development becomes affected somehow because we battle to control their books. So you cannot always write the same thing in your PGP it's like you are not growing. (P2)

Although I feel that they (CPD programmes) help us in teaching a lot, but there are times where I feel the teachers are not empowered at all, because in most cases the information that is being brought to us is already prepared for us. We are not informed in advance to contribute to the things that we need to contribute in teaching. (P5)

It’s difficult to implement it. Because there’s little training. I think my side. It’s difficult to implement it. (P4)

And I agree and think that is caused by fact that when they develop and come up with these methods, the NCS, the CAPS and all that, they do not actually involve us. Remember as educators we are directly involved. And on a daily basis we are the ones who are facing these learners and know of challenges that we come across. But then for the employer to come up with policies in the offices up there, and issue out these policies at the ground level it's difficult and somewhere it looks like as if it's impossible to implement. Because of the situation you can see for yourself, some of the classes are not conducive enough for some of those items that need to be implemented. (P6)

4.2.3 THEME 3: IMPROVEMENT OF TEACHING PRACTICE

Participants/teachers revealed that their confidence was restored, teaching ability enhanced and they were empowered to be able to cater for individual learner needs as they continually attended workshops and training sessions. These participants/teachers specifically emphasised that the Curriculum Assessment Policy Statement (CAPS) workshops helped them in giving different approaches to teaching as there they were learning the “How” part of doing things. Participants also said that CAPS training sessions opened a platform for different methodologies of teaching. Teachers were also developed in content knowledge
as they learned how to teach a particular topic from the simple to the complex (meaning for example, to start teaching from simple Mathematical concepts and building up to the abstract and complex concepts). The following participants’ expressions support this:

*They give different approaches to teaching. They help on how to approach different topics differently. I believe so! You learn the how part of doing things. Yeah! I think that is the positive thing about it; they open a platform about different methodologies of teaching. The different approaches to teaching because what matters is the how part, how to do a particular theme or topic.* (P6)

*These training sessions do help us in the sense that they teach us how to tackle a topic that is, how to handle it properly, teaching from simple to complex. Because, you find that if you were not trained accordingly you won’t be even able to select which topic to teach first and which one to teach next.* (P5)

### 4.2.3.1 Sub-theme 3.1 Continuing professional development programmes and improved teaching knowledge and practice

Participants/teachers in this study experienced that attending CPD programmes such as subject or content training has influenced their teaching in the sense that they are now able to identify those teaching styles which enable learners to participate effectively in class. The following participant’s view supports this:

*I think it has influenced my teaching in the sense that I’m now able to identify teaching styles which will make learners passive in class and the ones which make them participate actively when I’m teaching them.* (P5)

Participants/teachers also experienced improved knowledge and skills in teaching, the development of assessment skills, lesson preparation, research skills, and the application of different approaches for different learner needs, and they have applied team teaching. A participant’s words support this:

*I think the workshop was good because as soon as you attend classroom you know what you are going to deal with in the classroom because you have learned about that thing!* (P3)

The subject-based continuing professional development programmes enabled teachers who participated in this study to locate teaching strategies focusing on an understanding of learners and the development of learning within the context of particular subjects. These verbatim responses of participants support this:
I have learned that, learners are not the same! So the approach will also not be the same. Like in class A, learners are streamed. They differ from class B, so the methods I use, if method X worked in class A it might not work for class B, so I have to change to accommodate my learners. (P2)

I agree with you Mam. It has helped me a lot to cater for individual differences. Because you find that in your classes she (P2) had already put it across that learners learn differently. There are some who are fast learners and there are some who need remediation! So it has helped me a lot to identify learners that need remediation and how to cater for them. (P5)

Improved teaching knowledge and practice was accomplished through class visits, which were conducted in accordance with the IQMS programme for teacher development in schools. Teachers stated that these class visits have helped them because after the session they are able to sit together and reflect on how the session went and then they are developed in accordance with their personal growth plans. A participant stated:

But I think that the classroom visit is very important. It helped a lot because your senior will sit there and see your weaknesses and after that your senior will help you to improve! I think is very important. (P4)

Participants/teachers also said that they applied knowledge learned from CPD programmes offered at all levels of the education system at their disposal. Their professional competence in understanding learners, assessing them correctly and research skills were enhanced. Participants indicated:

They did help! In a way that after attending those workshops you feel a need that before going to class you have to prepare well. You do a research. So, they did help. (P4)
Content training, it helps you to treat the syllabus correctly and how to select the concepts and the topics properly! (P5)

The other best thing that I have learned is that it has helped me when it comes to marking of learners’ work. Assessing! We tend to assess the name of a learner than the content really! Through the workshops we have learned to do the right thing! (P6)
4.2.4 THEME 4: SCHOOL MANAGEMENT TEAM CREATING OPPORTUNITIES AND SUPPORT FOR TEACHER LEARNING AND DEVELOPMENT IN CONTINUING PROFESSIONAL DEVELOPMENT

Participants/teachers mostly expressed their concerns about the lack of proper communication between them as teachers and the School Management Team. They identified incidences in which they did not experience support from the SMT regarding their continuing professional development. A participant stated:

*In terms of the support from the SMT generally is lack of communication, in our institution. Information reaches us late. My biggest challenge and biggest concern with our SMT is communication break-down, with the PL 1 educators in particular.* (P6)

Participants/teachers expected that the SMT should give them support in terms of the challenges they face during teaching practice and regarding Learner and Teacher Support Material (LTSM), and policies they needed to implement. However, some teachers felt they did not receive the kind of support they needed from the SMT. The following statements support this:

*Isn't it that when your senior makes a class visit, he or she expects you to see your learners having done some homework and some class activities, that is after I had delivered the lesson? And he or she would also like to see learners' work showing that you are teaching. So, if learners do not have textbooks, how are they going to do all that I have mentioned? What then will my senior develop me on, when doing class visit, if my lesson fails in front of her or him before I even start delivering the lesson due to shortage of textbooks? It is really a challenge to me as well as the learners because it makes us incapable of teaching. You find that the SMT expects us to have given learners a certain number of class activities and homework per week. And then judge us on this work that we have given to learners then they forget that they do not support us in terms of textbooks. This is really frustrating. Hence I say they should be able to support us on this but they are not. So the SMT is not doing enough to support us and develop us properly in this way!* (P5)

*It's hard with that, I think it will depend on different departments. In some departments it (SMT) helps a lot, in some is not. I think even my colleagues can second me on that. We end up experiencing some challenges where when you are teaching you are not being treated the same way. That way they are not developing you. That demotivates us and because we are not being supported by our management, that is why development is hard to point out there!* (P1)
I think clarity is not given to us. The SMT most of the time fail to give us the policies or explain some of the policies to us. And they end up keeping them in their files to use when the facilitators need to see them, not for us to understand them to can implement them. I don’t see them playing their role fully in developing us teachers on such important matters. (P1)

4.2.4.1 Sub-theme 4.1: Teachers’ views of the School Management Team creating opportunities and support in their continuing professional development

The views of the teachers/participants in this study regarding the SMT creating opportunities and support in their CPD was expressed with mixed feelings, as in some instances participants felt they were not being positively supported and developed by the SMT. A participant stated:

What I see and what I hear so many educators complaining about in terms of the support from the SMT in general is lack of communication in our institution. Information reaches us late. My experience is that there is a serious, serious communication breakdown, between our management and us on the ground level. The district office will issue out circulars about the dates as to when will be the next training sessions or subject meetings or whatever the district feels that a facilitator has to come down to us, and communicate with us at school levels. But for our school in particular to issue (distribute) those circulars so they can reach us in time, so we can prepare ourselves? To me development means I must be involved and I must be developed and well equipped in the real sense. I must not just go there so that I can be counted present and they will tick that I attended meeting. The SMTs are failing us to be honest because there is no way we can deal with the employer directly, whereas we have our immediate employer at the school level. We expect them to be a mirror, a reflection of what is happening up there. And if they fail us at the ground (level) we assumed they are also failed at the top which we cannot argue because we don’t know. It’s frustrating really! (P6)

One of the teachers who indicated she was not supported had this to say about her experience regarding SMT support:

I don’t remember my HOD trying to help me with anything on how to teach and discipline learners in class. I wrote this in my PGP that I needed development on this. When I arrived here at the school, I was fresh from my school (tertiary) I did not know anything about teaching even though I did some practical before. But you know how practical classes are
like, they don’t necessarily prepare you for real teaching environment. So I asked my HOD how I should do lesson plan and assess learners. She referred me to another teacher because she did not know the subject. The said teacher I was referred to did not have time to sit down with me nicely and show me how I could do that. She just rushed me through the process. I ended up doing things by myself. And when it was IQMS time I was worse because I did not know what to do. There was no workshop for me to know what I needed to do with IQMS document. (P3)

On the other hand, participants/teachers appreciated how the SMT tried their level best to give support and to develop them. They emphasised that, even though the SMT still lacked skills to communicate adequate information about teacher development, they however do contribute to their personal development as they encourage workshops and subject meetings attendance. These participants revealed that their HOD was supportive and even goes an extra mile to help, motivate and encourage them and thus improve their team work.

The following participants’ verbatim expressions support this:

In my case I wouldn’t say much for the SMT because, in fact for the top SMT (referring to the principal and deputies), I will look at the bottom one which includes the HOD. As far as my HOD is concerned, I think everything is smooth. There is good rapport between our HOD and us the teachers. If ever there’s anything where we need some improvement, we do receive some help from our HOD. (P5)

I get one hundred percent from my head of department really! And she goes an extra mile to help us; she’s always there for us. (P6)

The support that I’m saying I’m receiving one hundred percent, from my HOD, I'm referring in terms of capacitating me, in terms of the “How” part of delivering the work of the day to the learners. She really equips me hundred percent in the sense that some of the concepts which are difficult really for me, the ones that I don’t even know how to approach in class I know I can rely on her. I know I get support there. She goes an extra mile to make sure that I am where I am supposed to be as a PL1 educator. Because at some point here and there where I experience difficulties, she even invites me to observe her classes. The “How” part, remember the “How” part matters. We can be teaching the same concept you and I but the how part the approach to particular concept matters a lot. I cannot just come to a class frustrated. She goes an extra mile, she reaches out to touch. And to me she has made a huge difference she’s there twenty four seven. Yeah! (P6)
Participants/teachers also indicated the challenges they experienced regarding the SMT support pertaining to teaching resources as well as the financial support needed in order to attend workshops or teach effectively in the classroom. The following views by participants support this:

Mine is on the shortage of textbooks! At times I think the SMT, should be able in a position to help us. Whenever they set up to meet, especially if they set up, the meeting be about the textbooks. But you find that learners will be sharing textbooks being three or four, one textbook. And it is difficult to us educators when we have to give work to learners. It affects me because if I produce a lower pass rate; obviously the eyes will be on me as if I don’t put in my efforts! (P5)

We are told in time by the heads of department (about workshops) but the problem is when we are supposed to get money. Last year I went to lots of workshops without getting any cent in my pocket in terms of transport. They promise but at the end of the day they don’t give. Now I’m angry and I don’t want anything to do with workshops. If there’s no money, I’m not going to any workshop! And this will affect my development in a negative way! (P1)

One of the participants had a different opinion about the financial support from the SMT as opposed to what others were experiencing. She stated:

I have to disagree with you guys, with the support of the transport. They do give us some money to go for the workshops even though is not always! But they’re trying! They did support us in terms of transport money to go to the content training sessions. When money is available they do give us to attend. Even when we had to go to other training like CAPS they did give money to go there. (P4)

4.3 FINDINGS OF THE THEMATIC ANALYSIS OF THE INTERVIEW DATA: SCHOOL MANAGEMENT TEAM AS A GROUP

The findings of the interview with the School Management Team (SMT) as a group presents two themes and two sub-themes. Appendix K presents the detailed thematic analysis of the interview data with the SMT as a group. These themes relate to the SMT’s views of CPD for teachers in a township secondary school. The first theme reveals the SMT’s understanding of continuing professional development. The second theme and sub-themes revealed the SMT’s views in creating opportunities for teacher learning and development in school and the challenges experienced with teacher development and the implementation
of the National Policy Framework for Teacher Education and Development (RSA, 2007), also, how the SMT apply support strategies for teacher learning and development. Table 4.2 below is a summary of the thematic analysis of the interview data. These findings are discussed below the table and participants’ responses in their own words (verbatim), were used to enrich these discussions. The responses of the participants have not been edited but are preserved as they were received in order to convey their views.

Table 4.2: Summary of the thematic analysis: School Management Team’s views on teachers’ continuing professional development

<table>
<thead>
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<th>THEME 1: Understanding Continuing Professional Development</th>
<th>THEME 2: SMT’s Views on Creating Opportunities for Teacher Learning and Development</th>
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<td>School Management Team’s views on teachers’ continuing professional development</td>
<td>Sub-theme 2.1: Experienced Challenges with Teacher Development and the Implementation of the National Policy Framework for Teacher Education and Development (RSA, 2007)</td>
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4.3.1 THEME 1: UNDERSTANDING CONTINUING PROFESSIONAL DEVELOPMENT

The participants or School Management Team (SMT) in this section expressed their understanding of continuing professional development as an ongoing process of learning and keeping abreast with new developments. They indicated that CPD is about equipping oneself and gaining competence. The SMT also stated that in order for one to be familiar with changes occurring in the South African education system, teachers need to be professionally developed, to be innovative and able to adapt to changes. The following are some of the views by the SMT to support this:

*Having the ever changing education system in South Africa, to be on par with these changes, you need to professionally develop yourself so that you can be competent.* (S2)
The participants/SMT also asserted that continuing professional development encompasses both academic and professional development and that it is a continuous path of learning in preparation for change. A participant stated: 

It encompasses both academic and your professional development. As an educator, personal development is very key! In your studying you are developing yourself in an academic area you specialised in, so that you are ahead all the time of new developments. Not only that but as an educator you need to have a type of professional career path that guides you professionally. (S1)

Also, the participants/SMT understand that continuing professional development is achieved when teachers attend different courses (workshops) in which they gain information that prepares and equip them for change. The following words from a participant support this: I think is where you equip yourself, you attend different courses (workshops) where you gain a lot of information, you prepare yourself for change. The information that you get is going to assist you in your school. (S4)

4.3.2 THEME 2: THE SCHOOL MANAGEMENT TEAM’S VIEWS ON CREATING OPPORTUNITIES FOR TEACHER LEARNING AND DEVELOPMENT
The participants/School Management Team said that development is actually about teachers being willing to develop and learn themselves. In as much as they also need to encourage and motivate teachers and also support them with the necessary resources for their development, it is however dependent on the individuals to want to develop and learn themselves. Participants stated the following: Development is about you willing to learn. Yes as an HOD you can inform them, encourage them to go to the workshops, to advance themselves by enrolling, but if they are not willing to do that? So as a school the opportunity is there, the environment is good but educators themselves lack motivation, willingness to learn. (S4)

It depends from individual to individual because some are willing to learn. Most of the educators at our school are registered with institutions of higher education, they are developing themselves. But others will not even attend courses that are offered by the department. Like attending cluster meetings or subject meetings. These meetings help to
be on par with the curriculum. But you find them (teachers) citing many reasons of not attending. They don’t realise that by doing that (attending workshops) they’ll be developing themselves. (S3)

Really depends on individuals. If you have set the goal to say after five years I want to be in the next position, really you will develop yourself. You will attend whatever courses come forward, so that you equip yourself. But others really relax, they don’t want to develop themselves. (S4)

The participants/SMT also indicated that teachers should be continually developed and supported through motivation, mentoring, encouraging teachers to attend workshops and to engage in self-development by enrolling with institutions of Higher Education, and also through monitoring teachers’ work in order to make sure that they implement what they have learned from the continuing professional development (CPD) programmes attended. The following participants’ verbatim statements support this:

It’s my responsibility to motivate them. To make sure that the moment they attend and they come back having acquired knowledge to implement in class. And it’s encouraging in such a way that you find them they go to cluster meeting and they come to report in the department and take that information and implement in class. It’s helpful! (S4)

It is part of mentoring when we have a new teacher maybe in your department you have to mentor that teacher. We show them how we work particularly at our school. We also encourage them to develop themselves professionally. Motivation must be part of mentoring. You cannot mentor a person if you can’t motivate that person. (S3)

By monitoring their work! As head of department I’m sure we have the responsibility to monitor teachers’ work. By checking learners’ books, teachers’ files and even the progress via tests, we can see that they have developed and they can implement! (S2)
4.3.2.1 Sub-theme 2.1: Experienced challenges with teacher development and the implementation of the National Policy Framework for Teacher Education and Development

The participants/SMT described the challenges they experienced with regard to effectively creating opportunities for teacher development and the challenges with the implementation of the National Policy Framework for Teacher Education and Development (RSA, 2007). They indicated that the difficulties in the implementation of the policy framework are due to it not being mandatory/compulsory. A participant stated:

*The implementation part thereof it's where it is wrong altogether! Apparently it is not mandatory! Something like you are going to enrol this year, we are going to pay for your fees, and you have to develop yourself! It doesn't say that! It's on voluntary basis.* (S1)

Participants/SMT also indicated that development programmes do not target individual developmental needs of teachers, as training in content is not relevant, the time allowed for programmes is not realistic and that the lack of government incentives also demotivates teachers. The following are some of the views of the SMT regarding this:

*Is just that there are shortcomings in the whole implementation process itself. It's not effective as it's supposed to be especially when it comes to development of the educators. In the sense that maybe the training, each educator has their own individual development area, you cannot target individual areas of individual educators. It's only those that are generic in nature that you can target and say we are going to have a workshop on this and that. But really when it comes to individual development it does not help them much!* (S1)

*And also the issue of relevance. I think you must be developed in a relevant area. I cannot just come to you and say you need to be developed in this area. I must make sure it is really that you need to be developed in that particular area. Because you (teachers) go to these courses (workshops) sometimes you become demotivated because it is a repetition of the things that you already know! I don't think you should be taught content again! Because you go to CAPS there is content that you already know. It demotivates, you sit there so that time passes and then you can go home!* (S3)

*The time factor! The time that is allocated for those (development programmes) is very little time! You cannot develop a teacher in three days! And if you have to take a teacher through that CAPS programme, the teacher must be familiarised first with the programme. The methodologies, where does the question of methodology come in? Because you are just concentrating on the question of curriculum delivery? The methodologies change year in year out! So how are you going to put in issues around methodology, whilst concentrating...*
on academic (content)? CAPS is just content, it is delivery, but methodology, do we look at that? No! (S1)

The participants/SMT also indicated that teachers experience redundancy (feeling of stagnation) due to their lack of ambition, goal-setting for self-development and motivation to take ownership in their development. That teachers’ unwillingness to develop and resistance to attend subject meetings affects their development. The following expressions from participants support this:

Complacency! My experience has been that some teachers are not ambitious as others. They lack ambition! They are not forward looking. Sometimes they create comfort zones for themselves, maybe having taken the profession as a security profession. So that’s complacency! You will in time as an educator become redundant in the whole system of education because you’re not in par, you not as advanced as the profession would like you to be, with the advancement of education! As an educator, you learn, you unlearn and you relearn! It’s a process, it is not static. It’s continuously developing. You have to be abreast with whatever developments that are there in the country! (S1)

It’s like people are not thinking ahead, because going to workshops for most educators is to have their names there, they don’t think of it as developing themselves because when you going there, it’s you who gains that confidence, it’s you who gains that knowledge. But it’s like for most of our educators, there is lack of motivation! (S2)

One other thing that demotivates educators is our government itself. In essence there is lack of incentives when educators especially develop themselves. There are no more incentives. That in itself has discouraged a lot of educators to develop themselves! (S1)

4.3.2.2 Sub-theme 2.2: Support and strategies for teacher development and learning

The participants/SMT indicated that they ensured that teachers attend the curriculum assessment policy statement training programme, content/subject training workshops and meetings. They also indicated that they make sure that they issue (distribute) the necessary circulars that teachers need for their continuing professional development. Participants stated:

There are circulars that are sent via the district, from the Head Office, directing teachers to learn. We give these circulars and then inform educators that they must apply. We encourage them to apply. (S3)
Encouraging educators to attend the content training, the Secondary School's Improvement Programme (SSIP) programmes. Now we have the CAPS programme, so we've been encouraging educators to attend. And also making sure that transport is not a problem for them to attend. (S2)

The participants/SMT also encouraged teachers to upgrade their skills by furthering their studies through enrolment in degree programmes such as the BEd Honours programme and thus motivating their willingness to learn. Also, the participants/SMT indicated that they give teachers a holistic support which includes mentoring and coaching, building teacher confidence and promoting teamwork. Participants/SMT again indicated that they support teachers by providing the necessary teaching resources, money incentives and individual development assistance. The following participants’ views support this:

It's the whole question of holistic support that we are supposed to give. Emotionally, material support, and the little things that they (teachers) need in order to be able to feel comfortable at work. Resources that will make it easier for educators to do their day to day duties in class or in the whole environment as such. Those are the things we are supposed to supply even though there are limitations when it comes to that. But it's more of a question of us management being more resourceful to help educators to be more resourceful themselves. Mentoring, coaching. (S1)

Even though the other educators left the school, we attended the course BEd Honours and we have passed all of us! So it means people (teachers) are willing to attend even on part of management (meaning, even the SMT are willing to develop). (S4)

Those who have enrolled or those who enrol we do encourage them to further their studies so that they ultimately get the qualification because it might help them in the future. We help them also with their research. Those who also need information we provide information. And motivate them so that they can finish their studies, so that they can come back to school and contribute! (S3)

Participants/SMT also stated that their teacher support strategies should include being able to identify specific areas to workshop teachers on. They also indicated that the Department of Basic Education officials/facilitators should assist by developing teachers on relevant methodologies of teaching and come and demonstrate practically with real learners how teachers need to implement these methodologies they learned from the training programmes or workshops. The following participant’s words support this:
In the management plan there should be time given per department that in a month each and every department should have a workshop that will be conducted by the head of department. There the HOD can maybe pick up the problems in the department, specific areas, and then it should be part of what will be dealt with in that workshop! (S2)

The practicality! The fact that they (DBE facilitators) take us (teachers) to a class and teach us is not practical. Why can’t they (DBE facilitators) come in our school with real learners like in real situation and show us how they can do this, instead of expecting us maybe to visualise or maybe think of what they want us to do with the kids. Maybe if they are there, teaching these learners, showing how to, the practicality of everything, I think it will be better. (S2)

The participants/SMT also felt that they should develop work strategies, time management strategies, study leave for self-development and be able to attract sponsorship that would be interested in coming specifically to sponsor teacher development. The following statements supports this:

I think one strategy that can maybe be of a constructive strategy is to plan the way in which we can get sponsorships. If we can be able to attract sponsorships that are interested in coming in especially to sponsor the development of educators. It can be an incentive a motivational factor in itself. Because educators are geared to become involved in a programme once it has incentives. We can then be able to get (give) one hundred percent support so that all of us are actually involved in professional development (S1)

We have to develop strategies that will allow them time to attend to their professional development and also attend to their school work. Because sometimes when they concentrate on their professional development they neglect their duties of teaching. And when they are in class, they might also neglect their studies. So it will be difficult for them to develop themselves and at the same time produce good results in class. I think we should come up with strategies that will help them manage their time effectively! (S3)

The support that we might give might not be enough. Maybe if we can go back to the olden days where when a teacher is developing themselves they must be given that leave so that they concentrate on that development. And come back equipped and then implement (what they learned). (S2)
4.4 CONCLUSION

This chapter presented the findings of the thematic analysis of the focus group data of teachers' experiences of continuing professional development in a secondary school in Tembisa. The participants/teachers discussed their understanding of continuing professional development and how CPD programmes contributed to improved teaching knowledge and practice. Participants also revealed their experiences of continually engaging in collaborative learning and development within the school environment and with colleagues from other schools around the area. Participants/teachers expressed their views on how the School Management Team creates opportunities for their learning and development.

The chapter again presented the findings of the thematic analysis of the interview data of the School Management Team as a group, the understanding of continuing professional development for teachers from the SMT point of view, the challenges they experienced with implementing development policy and their views on the strategies employed and those needed to be employed in creating opportunities for teacher learning and development.
CHAPTER FIVE: RESEARCH OVERVIEW AND CONCLUSIONS

5.1 INTRODUCTION

This chapter presents a summary of the important findings, conclusions and recommendations of the research study. It also reveals the limitations of the study, a critical reflection by the researcher and recommendations for continuing professional development (CPD) for secondary school teachers. The School Management Team (SMT) creating opportunities for teacher learning and development will also be presented.

5.2 DISCUSSION OF THE FINDINGS

The following is a discussion of the findings in relation to teachers’ experiences of CPD as well as the findings in relation to the views of the SMT on creating opportunities for teacher learning and development.

5.2.1 Interpretive findings in relation to teachers’ experiences of continuing professional development

The study employed Organisational Behaviour and Learning in the school as a theoretical framework (adopted from Owens & Valesky, 2011) as discussed in Chapter Two and utilised Kolb’s (1984) Experiential Learning Cycle, which includes Reflective Learning, to understand and describe teachers’ experiences of CPD. The study explored and described how knowledge and skills acquired through Experiential Learning contributed to teaching practice, as teachers continually engaged in Reflective Learning in which they inquired about new knowledge, drawing on their experiences and making sense of acquired knowledge.

Finding 1: Teachers’ experiences of continuing professional development

The study investigated teachers’ experiences of CPD which took place in a cyclical process of experiencing, reflecting, thinking and acting on their experiences as they collaboratively engaged in teaching and learning during which they acquired and developed their knowledge, teaching skills and attitudes. Teachers experienced CPD as a developmental as well as a learning process in which they collaboratively learn and interact with other colleagues by continually attending content/subject meetings (previously known as clusters) and the new curriculum training workshops in Mathematics and Commercial subjects.
(concrete experiences). Also, teachers indicated that they acquired knowledge by registering with universities for content-based Advanced Certificates in Education (ACE) and BEd (Honours) degrees, in which they gained knowledge which they needed to apply in their teaching practice. Teachers consistently re-learned methods of teaching, reflected on old methods utilised before curriculum changes and created new knowledge through the transformation of their experiences, as they collaboratively interacted with other colleagues from different schools.

Teachers described CPD as an ongoing process of development in which they engaged with one another by experiencing, reflecting, thinking and acting together in a recursive process that is responsive to the learning situation and what is being learned as they improved their professional skills in order to meet the demands of the society (compare Kolb & Kolb, 2005:194). This is confirmed by Engelbrecht (2008:13) who indicates that CPD should assist in shaping teachers who are not just skilled in the classroom, but who have a grasp of wider thinking about a learning area and about education in general. Teachers reflected that continuing improvement is important to keep them informed about changes and current issues such as the Curriculum Assessment Policy Statement. Also, CPD makes teachers competent and is needed to avoid stagnation and to be on par with the new curriculum, keeping themselves up to date with these new curriculum changes.

Teachers’ experienced taking ownership of CPD by attending workshops and coming back to apply knowledge learned from these workshops, working as teams and being committed to effective teaching. Steyn (2011:44) reveals that a collegial culture creates ownership of teachers’ professional learning and involves more effective teaching. Teachers also reflected on the challenges they expressed regarding the process of CPD programmes which accordingly should contribute effectively and directly to the improvement of the quality of teaching and should provide teachers with clear guidance about which development activities will contribute to their professional growth.

Increased learner diversity and social inequalities require skilled teachers who are expected to ensure that all learners learn and perform at appropriate levels (Steyn, 2009: 259). South Africa requires quality teachers who are appropriately trained and developed to meet the evolving challenges and needs of the developing country (Steyn, 2008:17). Continuing professional development of teachers is thus essential in creating effective schools (Mestry, Hendricks & Bisschoff, 2009:475). Teachers in this study informed that the Integrated
Quality Management System (IQMS) was utilised as a school-based teacher development programme which helped to equip them for effective teaching practice. The effectiveness of the IQMS as a school-based professional development programme is dependent on the school leadership ensuring that all records and documentation pertaining to the process are maintained and prepared, and schedules are adhered to (ELRC, 2003).

Teachers who participated in this study indicated that the IQMS development was not done properly even though it does have the potential to equip them with the necessary skills for effective teaching practice. Hence they developed a negative attitude towards it. Teachers also reflected that they are not empowered to contribute to CPD programmes because they are not involved when policies (for example curriculum policies) change. Thus, it seems difficult and impossible to implement these policies in the classroom where real teaching has to take place. Teachers however acknowledged that there is a need for content/subject training workshops, although these workshops are inconsistent and the time allocated for training sessions is not enough. Classroom overcrowding, regular changes and little training were identified as making implementation of CPD programmes difficult and affecting their teaching and learning with the result that they are unable to apply what they have learned from content/subject training workshops properly.

The findings of the study also revealed that teachers experienced that CPD programmes do not equip them enough with skills that would help them become effective in delivering the curriculum in the classroom. These CPD programmes do not address their developmental needs such as methodologies of teaching new subject content as they should. Thus, teachers engage in development by registering at institutions of Higher Education for personal studies in teaching subjects, for example the Advanced Certificate in Education (with specialisation in Mathematics, Accounting and other relevant subjects), and also to obtain degrees such as BEd (Honours) which they believe will equip their teaching skills and also help improve their qualifications. Teachers indicated that development actually starts with individuals’ willingness to develop. Self-improvement studies at institutions of higher learning represent one way in which they take responsibility and ownership of their CPD.
Finding 2: Teachers engage in abstract thinking by the application of knowledge acquired from continuing professional development to improve their teaching practice

Teachers in the current study indicated that they were developed in understanding what makes specific topics easy or difficult for learners and topics that learners are likely to actively participate in as they (the teachers) continually engaged in collaborative CPD with colleagues from other schools and attendance of content/subject training workshops. Teachers also stated that they learned how to cater for individual learner needs, that is developing a child to have conceptual understanding of the topic being taught. Teachers learned the application of different approaches for different learner needs, such as paying more attention to learners who found it difficult to catch up in some topics, especially in Mathematics and giving extra work to fast learners in order to challenge their abilities and keep them occupied with work. Jita and Ndhlalane (2009:59) found in their studies that collaboration and sharing of knowledge among peers help teachers to reflect on their practices as equals through meaningful social interactions.

As indicated in Kolb’s (1984) Experiential Learning Cycle, reflections are assimilated and distilled into abstract concepts from which new implications for action can be drawn, and these implications can be actively tested and serve as guides in creating new experiences. Teachers in this study informed that they gained knowledge and teaching skills through the Secondary Schools Improvement Programme (SSIP), which was conducted in subjects such as Mathematics, Science, Accounting and others which were identified as being challenging subjects at secondary schools. Teachers stated that the SSIP programme was a special content/subject-based training programme aimed at improving results of the underperforming schools in the area that is apart from the normal content training sessions usually held after school hours. Teachers believed that in the SSIP training sessions, they were able to learn different approaches to teaching content as they continually interacted and collaborated with colleagues from different schools. Teachers stated that participation in the SSIP programme benefitted them and improved their teaching practice. They were equipped and enabled with teaching skills to be able to identify different teaching styles which included grouping learners to tackle different topics, debating these topics, and making presentations to the whole class, engaging in reflections and applying what they had learned in informal and formal assessments.
Mestry, Hendricks and Bisschoff (2009:477) state in their study that professional development should be seen as a process by which teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop their knowledge, skills and attitudes. Teachers in this study reflected that the CAPS training workshops helped to restore their teaching confidence. They stated that though their expectations were not fully addressed, however, their teaching ability was enhanced, they were empowered and their teaching knowledge and skills were improved. Teachers confirmed that their assessment skills, lesson preparation and research skills were also improved as they continually engaged in this process of development through collaborative learning. In addition, teachers learned how to apply team teaching in their respective departments, in this case the Mathematics and Commerce departments.

Finding 3: Teachers reflecting on creating opportunities for teacher learning and development by the School Management Team

Studies reveal that leaders who have been constantly developed professionally will be victors in time of change, and that professionally developed leaders will be ideal in equipping their own teachers in a time of change (Msila & Mtshali, 2011:3). The SMT should be in a position to support teachers in their professional growth through development strategies that would continually assist them to reflect on their progress regarding CPD at school level. Teachers in this study reflected conflicting views of the SMT creating opportunities and support in their CPD. Some teachers were highly motivated by the support they received from their head of department who makes a real effort to help, motivate and encourage them thus improving their team work. On the other hand some teachers reflected that they were not fully supported in their CPD as they had certain expectations from the SMT to help them but they did not receive enough of the support which they required. Teachers informed that although the SMT contributes to their personal development and encourage workshops and subject meetings attendance, they (the SMT) however still lack skills to communicate information about teacher development properly and on time. Teachers in this study stated and studies also revealed that they expected that school leadership i.e. the SMT to be “role models by focusing on their own leadership development” (Steyn, 2011:48) because they (the SMT) cannot require teachers to develop while they (the SMT) themselves are not developed.

Msila and Mtshali (2011:3) found that when teachers are actively involved and empowered in the reform of their own schools, curriculum, pedagogy, and classrooms, even those with
minimal levels of formal education and training are capable of dramatically changing their teaching behaviour, the classroom environment, and improving the achievement of their students/learners. Teachers in this study indicated that if they were themselves part of the leadership they would support their teachers through motivation and working together with teachers in learner discipline to create a better teaching and learning environment in the school. Studies have found that principals can create opportunities by means of teacher talk where teachers share problems ranging from curriculum, discipline, teaching strategies and labour matters (Steyn, 2011:48). Also, studies revealed that for leaders to be able to motivate change, they have to work well with other stakeholders (Msila & Mtshali, 2011:5), in this study, the teachers. In teachers’ opinion the SMT lacks skills to support and persuade them to engage effectively in processes of appraisal and evaluation utilising the IQMS as a school-based programme of their CPD.

5.2.2 Interpretive findings in relation to the School Management Team’s views on teachers’ experiences of continuing professional development

The findings of the study with regard to the views of the SMT on teachers’ experiences of CPD revealed how the SMT understands CPD for teachers and the challenges experienced regarding the implementation of development policies. Also, the SMT indicated how they created opportunities for teacher learning and development to align with what the teachers stated in the preceding discussions on this subject (paragraph 5.2.1 Finding 3) above.

Finding 1: The School Management Team’s understanding and experiences of continuing professional development

Bush and Heystek (2006:73) state that good management is an essential aspect of any education service, but its central goal is the promotion of effective teaching and learning. The task of management at all levels in the education service is ultimately the creation and support of conditions under which teachers and their learners are able to achieve learning. The extent to which effective learning is achieved, therefore, becomes the criterion against which the quality of management is to be judged. The findings of this study revealed that the SMT understands CPD for teachers as being an ongoing process of learning and keeping abreast of new developments. The SMT indicated that the ongoing process of learning encompasses both academic and professional development. It is also a continuous path of learning in preparation for change, equipping oneself and gaining competence, and it is necessary for innovative teaching. The SMT also confirmed that in order to adapt to changes, teachers need to be on a continuous path of learning, developing not only for
personal gain but also for the benefit of the school. For teachers to be effective in their teaching practice, they need to be continually developed to be up to date with educational developments.

Finding 2: The views of the School Management Team: challenges experienced with teacher development and the implementation of the National Policy Framework for Teacher Education and Development

Steyn (2011:52) found that the great challenges which principals (in this study the entire SMT) face is how to encourage teachers to become committed to their own development, that is the challenges to attend to complexities of teachers’ personal and professional development. Another challenge is that of encouraging collaborative culture in schools. Apart from these challenges, the SMT identified other challenges to be that of lack of financial resources to help teachers to attend workshops, subject meetings and training programmes, and as a result teachers resist and become unwilling to continue attending. The SMT further indicated that although CPD is for the benefit of teachers and for teachers to improve their teaching practice, the challenge experienced in teacher development is not only that of teachers’ unwillingness to develop but also lack of monetary incentives from the government (i.e. DBE). This lack of incentives demotivates teachers from participating in developmental programmes as they should. Teachers need monetary incentives as a motivating factor to keep developing either through CPD programmes or through enrolment at universities for personal studies. The SMT indicated that CPD through personal studies benefits the teachers by improving their qualifications and the school benefits as teachers apply skills acquired from learning new methods of teaching. Thus, teachers need motivation through monetary incentives from the DBE (for example funding of the courses they are willing to enrol for at universities), to be able to develop and improve their teaching skills for effective teaching practice.

The SMT further pointed out the challenges regarding the implementation of the National Policy Framework for Teacher Education and Development (RSA, 2007), that, the policy does not clearly state it to be mandatory/compulsory for teachers to engage in CPD. Accordingly it is on voluntary basis that teachers should engage in CPD programmes, hence some teachers do not see the need to participate in CPD. The SMT also indicated that the other challenge with regard to the implementation of CPD programmes especially those training programmes for the new curriculum (for example CAPS), is that the time allocated to develop teachers for implementation purposes is not enough. They stated that, unlike the
old in-service training (INSET) programmes in which teachers were trained for up to three weeks, the current CAPS training programmes do not provide teachers with enough time to acquire the necessary skills for effective teaching practice. Accordingly, teachers need to be given more time to attend workshops because the time given does not allow them to be fully developed on methodologies of teaching effectively. The concentration is particularly on the curriculum content that is, subject topics to be treated in the classroom. The content of the subject is not quite as important as the methodologies of teaching that subject content, because teachers are already familiar with the subject, and they only need methods to help them present lessons effectively. The SMT felt that the CAPS training programme also does not relevantly address the developmental needs of teachers such as methodologies of teaching hence teachers become reluctant to attend. Also, the SMT stated that the CAPS training including content/subject training workshops that are held after school hours, do not target individual developmental needs that teachers indicate in their personal growth plans and subsequently in the school improvement plan submitted to the district office.

Finding 3: Support and strategies for teacher learning and development

The SMT stated that they supported teacher development by ensuring that teachers attend the Curriculum Assessment Policy Statement (CAPS) training programme, subject meetings and workshops made available by the district. The SMT also stated that they themselves attended these development programmes with the teachers in order to motivate them. The SMT ensured that they provided and distributed information regarding continuing profession development in the form of development circulars and they monitored adherence to policy, giving support for implementation and helping teachers to identify their career path. The SMT further stated that they encouraged teachers to upgrade their skills through enrolment in degree programmes such as BEd (Honours) at universities. In this way, teachers’ willingness to learn was encouraged and motivated.

The SMT further claimed that their support strategies included holistic support in terms of mentoring and coaching, building teacher confidence and promoting team work and reporting. The SMT claimed that they provided the necessary teaching resources, money incentives when available, for teachers to attend workshops and training programmes, and engaged in support for individual teachers through induction processes for new teachers. They also have planned class visits for teacher development, work strategies and time management strategies to help teachers cope with both their CPD and work demands. In addition, in their management plan the SMT would ensure that time is allocated per
department each month to conduct department workshops in which the heads of department (HODs) would identify teachers’ challenges and be able to address these challenges. This is a strategy in which the SMT collaboratively engages with teachers to identify the challenges teachers experienced. As stated, the experienced challenges are then addressed as the SMT conducts internal department developmental workshops in their departments. In this study, the strategy is applied in the Mathematics and Commerce departments.

Bush (2007:403) found in his studies that leadership can be understood as a process of influence based on clear values and beliefs and leading to a vision for the school. The vision is articulated by leaders who seek to gain the commitment of staff and stakeholders to the ideal of a better future for the school, its learners and stakeholders. Appropriate strategies for teacher development need to be employed to determine areas in which teachers are deficient, as their professional growth requires professional development programmes that acknowledge teachers’ professional needs (Steyn, 2009:264). Mestry et al. (2009:488) state that, unless there is a coherent and integrated professional development plan that grows out of the school vision for learner success to which teachers are committed, workshops and other initiatives will lack meaning. It is the SMT’s responsibility to lead processes of teacher development in schools to encourage teachers to keep improving their knowledge, skills, values, and attitudes by creating opportunities for teacher learning and development.

5.3 CONCLUSIONS IN TERMS OF THE RESEARCH OBJECTIVES AND QUESTIONS

The aim of the study as stated in Chapter One was to explore and describe secondary school teachers’ experiences of continuing professional development in Tembisa, to improve the leadership and management thereof. This aim was attained by exploring and describing teachers’ understanding of taking ownership and leadership in their CPD. The study also explored how the School Management Team creates opportunities and support for teacher learning and development through professional development and how knowledge regarding secondary school teachers’ experiences of continuing professional development contributes to improvement of teaching practices and school effectiveness. The following is a discussion of the conclusions in terms of the research questions.
5.3.1 What are teachers’ experiences of continuing professional development in a Secondary School in Tembisa?

The findings of this study revealed that teachers experienced CPD by continually attending workshops and engaging in collaborative learning with other teachers in the area. Teachers gained knowledge not only through CAPS and content/subject training workshops provided by the Department of Basic Education (DBE), but also through further certificate and degree study programmes offered by universities. In this way teachers improved not only their content/subject knowledge base but also their qualifications. For example, teachers indicated that they registered for further studies in the programmes such as Advanced Certificate in Education (ACE) with subject specialisations such as Mathematics, Science, and Accounting. As stated in Chapter One, subject-based CPD in South Africa requires that teachers be well grounded in the knowledge, skills, values, principles, methods and procedures relevant to their subjects of speciality (RSA, 2011:49). A teacher stated: Going an extra mile of searching yourself, having to register a particular course with a particular institution of higher learning. You feel a need to develop further individually. Teachers indicated that they engaged in further study programmes to improve their teaching skills as the content/subject workshops as well as the CAPS training programmes did not offer them adequate development to enable them to implement curriculum policies effectively as required of them to do in their teaching practice. Other teachers registered for studies in BEd (Honours) to develop and improve their leadership and management skills, and to promote their personal and professional growth, enabling them to assume leadership and management roles in the education sector.

Teachers also reflected on the challenges they experienced regarding CPD training programmes such as CAPS training. One other challenge experienced by teachers was with the Integrated Quality Management System as a school-based developmental programme. The IQMS should provide support for continued growth, promoting accountability and monitoring an institution’s overall effectiveness (Nkambule, 2010:25). The IQMS programme includes developmental appraisal, performance management and whole school evaluation. Its purpose is to identify the specific needs of educators, schools and districts for support and development (Hendricks, 2004:23). Teachers stated however that IQMS is not well understood by both teachers and the School Management Team and therefore the processes involved in IQMS are not followed correctly.
Another challenge that teachers experienced was of overcrowded classrooms which accordingly affects the implementation processes as teachers are not able to apply methods of teaching as they are required to do. Teachers felt that they were not adequately developed to perform their duties effectively under the conditions prevailing in overcrowded classrooms. However, even though teachers experienced these challenges, they also experienced that the CAPS programme helped them restore their confidence for teaching effectively. They indicated that their teaching ability was enhanced, their assessment skills improved and they were empowered to be able to cater for individual learner needs. For example, fast learning learners are given extra work, while special attention is given to those who are struggling with the topics of the subjects being taught. A teacher stated: *I have learned that learners are not the same! So the approach will also not be the same. I have to change to accommodate my learners.*

Teachers were exposed to practical activities, theoretical and reflective experiences (Engelbrecht, 2008:31) which included knowledge construction, reflecting on existing knowledge and learned knowledge to be able to apply these actively in real teaching practice. Teachers experienced that attending the subject/content training workshops influenced their teaching in the sense that they are now able to identify those teaching styles which make learners participate effectively in class. Accordingly, the subject-based continuing professional development programmes enabled teachers who participated in this study to locate teaching strategies focusing on an understanding of learners and the development of learning within the context of particular subjects such as in mathematics and commercial subjects. A teacher stated: *It has influenced my teaching in the sense that I'm now able to identify teaching styles which will make learners passive in class and ones which make them participate actively when I'm teaching them.*

Teachers also reflected that their teaching knowledge and practice were improved as they continually engaged in school-based CPD through developmental class visits. These class visits were conducted as part of the IQMS programme. Teachers indicated that the class visits helped them a great deal as they were able to reflect on their teaching practice after each lesson because they sat down with their seniors (HODs) to discuss their weaknesses and their seniors (HODs) then helped them to deal with those weaknesses. Teachers also felt that CPD programmes improved their professional competence in understanding learners, assessing them correctly and their research skills were enhanced. One teacher
stated: *It makes you as a teacher to be competent because you always develop your skills and ability.*

5.3.2 How do secondary school teachers understand and experience ownership and leadership in their continuing professional development?

As stated in Chapter One, in the South African context professional development is recognised as an integral part of the core duties and responsibilities of school-based educators employed by Provincial Education Departments (RSA, 2008:10). Professional duties include meetings, workshops, seminars and conferences which are to be conducted outside of the normal school day where educators are asked to attend programmes of ongoing professional development up to a maximum of 80 hours per annum (RSA, 2008:34). Teachers are required to be specialists in particular learning areas, subjects or phases in their teaching practice. They need to be leaders, administrators and managers. This therefore requires that they be in charge of their own development in order to improve their knowledge, teaching skills and teaching practice. Teachers who participated in this study indicated that they take ownership by particularly engaging in CPD through collaborative team work in their respective departments (for example in Mathematics and Commerce departments) and also by seeking help from outside subject specialists. Teachers further stated that they make a great effort to collaborate with colleagues from different schools around the area, as they take responsibility for their own development. This accordingly helps them to acquire knowledge and teaching skills, and also they learn different approaches to teaching effectively. A teacher stated: *Like us in our department Maths, this guy S, is here to help us. If you don't understand the topics he comes and helps you in the classroom, then you see his strategy next time you use the same.*

Mokhele and Jita (2012:580) found that a collective participation of teachers in departments in a school allows for interaction and discourse among colleagues, which can be a powerful form of teacher learning. It is likely that the benefits would increase as teachers from one school begin to work with groups of teachers from other schools. Ryan (2007:15) discovered that professional development is best provided when it moves from the district into the school and when teachers deepen their knowledge and skills through ongoing on-site professional development based on team sharing or professional collaboration over how to develop better content, pedagogy and decision-making. Teachers who participated in this study observed that they experienced problems with lack of certain resources at school, however, they took responsibility for managing their development as it is their responsibility...
to improve their teaching skills and teaching practice. This indicates that teachers understood taking ownership and leadership in their professional development as they found some means to implement what they have learned from the CAPS training CPD programme. Teachers also indicated that CPD goes back to a teacher being responsible for the delivery of effective teaching practice. Teacher ownership is experienced when teachers contribute to their own professional development. Ryan (2007:25) state in her study that teachers should be held accountable for ensuring that they use their professional development to progress in the quality of their teaching and their learners’ achievements. To indicate accountability of their professional development one of the teachers in this study stated: Remember, continuous development goes back to a teacher being responsible for what you are supposed to deliver at the end of the day!

Furthermore, in addition to gaining knowledge from colleagues and departmental teams, teachers indicated that they also take ownership by engaging in personal studies to improve their content knowledge and to complement knowledge received from CPD workshops and training programmes. Studies reveal that teachers who are active participants in their role as agents of change grow professionally (Msilu & Mtshali, 2011:3) because taking ownership in processes of professional development is vital for teacher growth and development. Teachers in this study identified their needs for CPD outside the available workshops and training programmes provided by the district office or Provincial Education Department. They ensured that these developmental needs were met by actively taking the initiative to engage with other teachers and private stakeholders who were willing to help them with different approaches to teaching especially in the Mathematics and Commerce departments. Teachers took responsibility for their own professional development through personal studies, collaboration, observation and active participation in critical inquiry to improve their teaching knowledge and teaching practice.

5.3.3 How do teachers experience the leadership of the secondary School Management Team in creating opportunities and support for teacher learning and development?

Teachers in this study had opposing views on their experiences of the SMT creating opportunities and support for teacher learning and development in their CPD. Teachers indicated that the SMT contributes to their personal development, they encourage workshops and subject meetings attendance though they still lack skills to communicate
information about teacher development timeously. Some teachers also feel that their head of department is supportive and makes a great effort to help them, motivate and encourage them. They asserted that this support improves team work in their department. Teachers stated the following to support the opposing views that they had about the SMT support for their CPD: As far as my HOD is concerned there is a good rapport between our HOD and us the teachers. And: I don’t remember my HOD trying to help me with anything on how to teach and discipline learners in class. Also: The top SMT need workshop when it comes to human relations so that the school can run smoothly. Mestry (2009:475) state in his study that at school level, the leadership of principals in professional development activities is given particular attention to create a school climate in which curriculum and administrative issues receive collaborative attention by all the teachers in the school.

In addition to teachers being concerned about the lack of proper communication from the SMT with regard to dates of workshop attendance and monetary incentives to help them reach the workshops and training destinations, teachers also expected that the SMT would give them support in terms of the challenges they are facing during their teaching practice. Specifically, teachers indicated they experienced no support with regard to the Learner and Teacher Support Material (LTSM), and also with the implementation of policy. Some teachers stated that they needed support from the SMT especially with regard to the IQMS as a school-based development programme, however, they felt that they were not supported adequately. These teachers claimed that as new teachers in the field, they did not know about the IQMS, but were forced to follow the process without having been properly introduced to how the programme works. Teachers stated that in the IQMS the contextual factors are not taken into consideration when evaluation and assessment is done because the IQMS is not only about classroom observation and teaching but should also look at other factors that affect teaching practice. Teachers indicated that, due to lack of proper support from the SMT in this regard, they now have a negative attitude toward the IQMS as a school-based developmental programme. Teachers stated: Unfortunately we take IQMS in a negative way! We take it as if we are being policed that is why we have attitude. And some of us it’s not easy to have your senior and peer in the same class. And: The lesson observation as my colleagues have talked about it, it does benefit us. But in IQMS, is not only the teaching part that we are looking at. There are many experiences where we are facing some challenges. They are not put (taken) into consideration.
The SMT on the other hand indicated that they do create opportunities for teacher learning and development by encouraging teachers to upgrade their skills, furthering their studies through enrolment in degree programmes such as BEd (Honours), and thus motivating their willingness to learn. The SMT also stated that they did provide teachers with the necessary teaching resources, money incentives for attendance of district and provincial content/subject workshops and training programmes. This is supported by some teachers indicating that the SMT do give them money in order to attend the workshops even though this does not always happen. The SMT further stated that they provided a holistic support for teachers, that is, coaching, mentoring and emotional support for individual teachers where needed. This is supported by those teachers who indicated that their head of department (HOD) supports and equips them with teaching knowledge as she also does invite them to her classes for them to observe how she presents certain concepts which are complex and challenging for them to present to learners. The HOD practically demonstrates how teachers should approach the concepts while they sit in her Mathematics classroom and learn with her learners. In this way teachers engaged in collaborative learning, reflected on learning, participated in abstract thinking and applied what they learned from their HOD in their own classrooms. These teachers said that they are motivated and their teaching confidence is expanded because their HOD is always available to assist them. A teacher stated: *The support that I'm receiving one hundred percent from my HOD, I'm referring in terms of capacitating me, in terms of the how part of delivering the work to learners. At some point here and there when I experience difficulties, she even invites me to observe her classes.*

### 5.3.4 How can knowledge regarding secondary school teachers’ experience of continuing professional development contribute to improved teacher learning and development?

CPD programmes such as content/subject training and CAPS training as well as the school-based development programme (the IQMS), are designed to meet the developmental needs of teachers by continually improving their knowledge, skills and teaching practice. As teachers shared their experiences of CPD in this study, it became evident that, if teachers have limited conceptual knowledge, it takes away their confidence and makes them feel unsupported by either their managers at school or by education officials. Teachers revealed that CPD enhanced their knowledge and ability to reflect effectively on teaching practice. They were empowered to be able to teach learners effectively as they engaged in collaborative learning with other teachers from different schools. Improved knowledge and
teaching skills, development of assessment skills, being able to prepare lessons appropriately, research skills and application of different approaches to teaching concepts were all acquired as teachers continually participated in subject-based CPD programmes like the SSIP. Teachers acquired skills in locating teaching strategies that focused on understanding learners and their different learning abilities. Also, teachers acquired skills to assess learners correctly as Ryan (2007:23) found that many South African teachers need skills development to set examination papers, type their papers and make worksheets and posters, especially if they expect learners to be able to make posters, hand in assignments and put together portfolios of work for all their subjects. Teachers stated the following regarding the CPD programmes like SSIP content/subject-based training workshops: What I like most from (about) these workshops, we also learn how to help a child to develop a conceptual understanding. The child must understand how to answer any concept irrespective of how the question is asked.

Finally, teachers reflected that they need to be involved in determining their professional developmental needs. Teachers need to participate actively and contribute to CPD activities that are relevant for their professional growth. Teachers need CPD programmes that will enhance their teaching skills and empower them to apply knowledge learned in their teaching practice. Teachers revealed knowledge in identifying their needs for CPD and ensuring that their needs are met by taking ownership and leadership through participation in CPD programmes of the DBE and through enrolment in universities for personal studies. The knowledge that CPD equips teachers with skills for teaching practice and contributes to teacher learning and development means therefore that teacher education and development are both necessary to restore teacher confidence, to equip teachers with specialised teaching skills, to improve their responsibility and to increase respect for the teaching profession in South Africa.

5.4 CRITICAL REFLECTION BY THE RESEARCHER

The purpose of this study was to explore and describe secondary school teachers’ experiences of continuing professional development in one secondary school. The study explored how teachers took ownership and leadership in their CPD and how they experienced the School Management Team creating opportunities for their learning and development. The study applied a qualitative research approach guided by interpretive epistemology and employing an instrumental case study. As the researcher engaged in the
study through a literature review and the empirical study, she reflected on her own experiences regarding the concept of CPD. Like many other teachers in practice, she had not grasped the essential need for CPD workshops and training programmes, as she had reluctantly participated in these programmes without adequate knowledge of their effectiveness in improving her teaching practice. This experience created a need for the researcher to explore in-depth knowledge about CPD as a phenomenon of this study, and also, how CPD programmes enforced by the Department of Basic Education (DBE) enhanced teacher knowledge. The researcher needed to explore whether teachers were adequately empowered with teaching skills to implement content/subject knowledge and new methodologies of teaching effectively in their classrooms, especially with continuing curriculum changes in the South African education system.

As the researcher delved into literature review and discovered knew knowledge on CPD, she continually asked questions which gave her the essential points of this study and also prepared her for the empirical study. The researcher experienced minor challenges conducting the empirical study as she had initially planned to collect data through focus groups, which she did successfully, and through individual interviews with the SMT. However, the individual interviews did not take place as planned because the SMT members were all available on a set date at the same time. Thus, the interview was conducted with the SMT as a group. Also, the researcher had planned to collect certain documents that would help prove what her participants had stated concerning their participation in CPD. However, these documents were not available and those that were made available could not be used for the purpose of this study. As a novice researcher, the researcher can honestly state that as much as she had prepared for the first focus group session, she panicked and was disturbed when participants seemed preoccupied with other activities that were taking place at the research site on the set date. The focus group session took place with available participants, but as the researcher transcribed data collected on that day, she realised that there was very limited data she could use from that session. The researcher then prepared to reflect on the first session in the next focus group to be able to extract as much data as possible by asking probing questions. She learned strategies to bring synergy and continuity into all focus group sessions and also allow her participants to debate freely on issues as discussions were prompted by questions asked. The researcher gained confidence as the sessions continued.
Apart from the challenges encountered at the research site, being a novice researcher, the researcher took longer time to make sense of the collected data through transcription, grouping of data, and finding themes and sub-themes, though it became an interesting experience as she engaged with all the data collected and transcribed. The researcher’s knowledge of research was improved and she was empowered with skills to reflect, think critically and apply learned knowledge as she engaged in data analysis of data collected through focus group sessions and the interview with the SMT as a group. Also, the researcher gained knowledge about the CPD concept which she now applies in real life situation as a member of the SMT at her school. The researcher is now able to create opportunities and support for teacher learning and development in her department. She assists in the IQMS appraisal and evaluation processes. The researcher also assist the school development team (SDT) to prepare and guide teachers in identifying their developmental needs and filling in their personal growth plans (PGPs). She participates in CPD programmes with more understanding and assist her colleagues to understand the importance of actively taking ownership and leadership in their own professional development.

5.5 LIMITATIONS OF THE STUDY

The first limitation is that the study was conducted in one secondary school in Tembisa Township in the Gauteng Province with four members of the School Management Team (SMT) and six level one teachers from the Mathematics and Commerce departments in the school. This was a single case study with a limited number of participants only. Secondly, the focus group participants were female only as the male participant could not attend all sessions, thus his contribution to the session he attended was excluded from the findings of this study. These female participants were from two departments only i.e. the Mathematics and Commerce departments. The SMT had one female member and three male members. The findings of the study could therefore not be generalised to be representative of all teachers in that school or other secondary schools in the area and also in the province. Thus, themes and patterns that emerged from the study may not be of those that would emerge in similar studies conducted using other secondary schools either in the area or the province.

The third limitation is due to how the study took shape during the process of the empirical study as initially the researcher had intended to conduct individual interviews with the SMT.
However, due to time constraints and participants/SMT being engaged with other school work demands, and they being present at the same time on that day, the interview was conducted as a group. Lastly, the researcher had asked permission to collect relevant documents such as teachers’ personal development files, their personal growth plans, the pre-evaluation and post-evaluation minutes of the developmental support groups, teachers’ lesson observation instruments, minutes of the school development team and school development policies. However, the participants could not all supply these documents, and those that were supplied could not be used for the purpose of this study because these documents did not have adequate data that could be analysed.

5.6 RECOMMENDATIONS

The following section discusses the recommendation for continuing professional development for secondary school teachers and recommendations for the School Management Team creating opportunities for teacher learning and development.

5.6.1 Recommendations for continuing professional development for secondary school teachers

Teachers are required to be specialists in particular learning areas, subjects or phases; in teaching and learning; in assessment and to be curriculum developers. They are required to be leaders, administrators and managers; scholars and life-long learners and be professionals who play community, citizenship, and pastoral roles (RSA, 2007). Teacher development should therefore not be a separate matter from actual teaching practice. It should be a continuing learning and developmental process in which teachers are prepared for classroom management, curriculum delivery and content knowledge, as CPD is necessary to help teachers to improve their teaching skills continually. Secondary school teachers should take responsibility for their CPD by participating in the plans of the Department of Basic Education (DBE) and should interact with the National Policy Framework for Teacher Education and Development in order to gain understanding about the need for their commitment in CPD. In addition, the South African Council of Educator (SACE, Act 31 of 2000) requires that teachers be continually developed, and uses the professional development points to acknowledge their continuing professional development. Teachers should actively engage in CPD programmes each year and cover the required professional development points for each three year cycle as stated by SACE. Most importantly, it is not only about covering the PD points as required, but teachers should gain
knowledge from attending CPD programmes as this knowledge is needed for teachers’ professional growth and for application in their teaching practice.

Teachers need to take leadership in the processes of their developmental appraisal, performance management and evaluation which take place through the Integrated Quality Management System (IQMS) which is a school-based developmental programme. Teachers should also take ownership of their professional development by actively engaging in the processes of development, having identified their needs for development through their personal growth plans. Teachers should continually engage in collaboration with each other internally and with teachers from different schools as this helps them to develop collegially not only their teaching skills but also the skills required for inquiry, debate and communication, reflection, problem-solving and giving of feedback and thus they become equipped to inspire their learners to achieve to their full potential. Development should be given priority by allocating adequate time in which teachers will be fully developed in relation to both content knowledge and methodologies of teaching. Resources such as textbooks, teaching guides, assessment documents and other teaching aids needed for experimentation should also be made available to assist teachers in their CPD. Teachers also need to share knowledge with teachers from other countries in order to acquire more knowledge and skills for teaching practice. Teachers need to work together collegially in order to improve their teaching skills and for their professional growth. Through collaborative networking and reflective inquiry, teachers can share information and help one another with the challenges they experience in delivering the curriculum to learners in classrooms. This will motivate teachers’ willingness to engage in CPD as they will benefit by learning from and with their peers from different schools. Teachers need to contribute to the planning, design and development of policies that are directed toward their professional development, in order to be able to implement these development policies and the learned knowledge acquired through CPD programmes in their teaching practice.

5.6.2 Recommendations for the School Management Team creating opportunities for teacher learning and development

The principal, deputies and the heads of department are leaders in a school. It is expected that they should be responsible to lead processes of development and provide teachers with direction on curriculum delivery, classroom management and effective teaching practice. The SMT should communicate CPD processes properly and give required support to
teachers under their care. The Department of Basic Education relies on the SMT to be in charge of teacher development processes in order to benefit the teachers in a school, and to benefit learners and the other education stakeholders in the education community. It is therefore recommended that the SMT ensure that teachers are developed according to the requirements of the National Policy Framework for Teacher Education and Development (RSA, 2007). The SMT is directly responsible for school-based teacher training programmes, such as developmental appraisal, performance management and internal whole school evaluation through the IQMS. They also need to take responsibility for the external development programmes seeing to it that teachers regularly attend content/subject-based training programmes and curriculum delivery programmes such as CAPS training. The SMT constantly need to communicate and inform teachers of any new developments in the education system in order to keep them abreast of changes that need their attention to engage in continuing development.

Creating opportunities for teacher learning and development would mean that the SMT work closely with teachers in identifying their developmental needs and making sure that these developmental needs are met by the CPD programmes that are made available, also, by provisioning of relevant information regarding teacher development programmes when received from the education authorities, and making sure that teachers fully participate in these CPD programmes. Teachers require assistance in terms of monetary resources to be able to travel to workshops and training destinations. This should be well planned and communicated with the school governing body so that there will be appropriate direction of funds towards teacher development purposes. A collaborative approach of interaction between the teachers and the SMT should be adopted and utilised to build up trust between both parties and the sharing of a common vision. Both the SMT and teachers should develop school developmental plans for the CPD through constant consultation with one another and interdependence, interaction, sharing, reflecting together and consistently providing one another with the necessary feedback. The SMT should facilitate teacher development processes and ensure that teachers are equipped with the necessary skills for effective delivery of the required curriculum in the classroom, managing learner discipline, assessing learners in an accountable manner and maintaining a high standard of teaching practice, which in turn will contribute positively to the learners’ life-long quality education.

Strategies to enhance performance of teachers include developing a high performance culture in which teachers will be continually evaluated and assessed on their performance
during their teaching practice. Teachers should be provided with regular feedback on their performance, their knowledge should be enhanced and good performance needs to be recognised both through verbal appreciation, tangible awards or incentives like certificates of good performance and announcement should be made in school assembly or in staff meetings for good performance. This strategy will encourage and motivate commitment and participation by teachers in CPD programmes and effective teaching practice will take place in a school.

Finally, the SMT should establish effective structures to include all stakeholders in professional development decision-making. Also, the SMT should operate in an open and transparent way, making sure that school development plans are constantly reviewed to accommodate those challenges which are experienced during the process of CPD. The SMT should ensure that strategic development plans form the basis of school improvement plans and that these plans give direction and have built-in mechanisms for accountability by all those stakeholders involved in development processes. A school is a learning organisation where individuals and groups learn as a collective in a process of experiencing, reflection, abstract thinking and experimentation (Kolb, 1984). The SMT should thus create opportunities for continual learning and development in schools, as these are learning organisations, not only for learners but also for teachers.

5.7 CONCLUSION

The findings of this study revealed that continuing professional development is a tool by which teachers’ knowledge and skills can be improved for effective teaching practice in schools and it is crucial for the transformation of education in South Africa. CPD helps teachers become relevant in contributing to the learners’ quality of life through effective teaching and learning of subjects such as Mathematics and Commercial subjects. Teachers need continuing development as leaders and managers of curriculum delivery because they are responsible for bringing about change in their classrooms. All continuing professional development programmes need to be designed in consultation with teachers in order to address their teaching skills, content/subject knowledge and pedagogical knowledge in a relevant and meaningful way.
BIBLIOGRAPHY


## GDE RESEARCH APPROVAL LETTER

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<tr>
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<td>11 June 2012 to 30 September 2012</td>
</tr>
<tr>
<td>Name of Researcher:</td>
<td>Ramango S.P.</td>
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<tr>
<td>Address of Researcher:</td>
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<td></td>
<td>Birchleigh Manor</td>
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</tr>
<tr>
<td>Number and type of schools:</td>
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<td>Ekhuruleni North</td>
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**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:

1. The District/Head Office Senior Manager concerned must be presented with a copy of this letter that would indicate that the said researcher 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.

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**Office of the Director: Knowledge Management and Research**

9th Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7770, Johannesburg, 2000 Tel: (011) 355 0506
Email: David.Malowany@edutorgov.za
Website: www.education.gpg.gov.za
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 researchers 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 obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.

6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.

7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year.

8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.

9. It is the researcher’s responsibility to obtain written parental consent of all learners that are expected to participate in the study.

10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the Institutions and/or the offices visited for supplying such resources.

11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.

12. On completion of the study the researcher must supply the Director: Knowledge Management & Research with one Hard Cover bound and 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

Dr David Makhado

2012/06/11

Director: Knowledge Management and Research

Making education a societal priority

Office of the Director: Knowledge Management and Research

9th Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506
Email: David.Makhado@gauteng.gov.za
Website: www.education.gpg.gov.za
To: S.P. Ramango

From: M.E Tau
District Director: Ekurhuleni North

Date: 13th July 2012

Subject: Request to conduct research

The District has acknowledged your request to conduct research. We hereby grant you approval to conduct your research as follows:

Research Topic: Teachers experiences of continuing professional development in a secondary school in Tembisa
Number and Type of schools: One Secondary School

Please ensure that you forward this letter as well as your approval letter from Head Office to the relevant school. Please inform the District office of the school you will be conducting your research in as soon as possible.

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

Yours in Education

M.E Tau
District Director: Ekurhuleni North
Enquiries: Mr. EM Phosa

Attention: Mrs Ramango; SP

RE: REQUEST TO CONDUCT RESEARCH

You are hereby granted permission to conduct research in the above-mentioned school on Research Topic:

 Teachers experiences of continuing professional development in a secondary school.

Wishing you well in your Research Project.

Yours in Tirisano

EM Phosa
Principal
APPENDIX B: ETHICAL CLEARANCE CERTIFICATE

ETHICS CLEARANCE

Dear SP Ramango

Ethical Clearance Number: 2012-021

Re: Teachers' Experiences of Continuing Professional Development in a Secondary School in Tembisa

Ethical clearance for this study is granted subject to the following conditions:

- If there are major revisions to the research proposal based on recommendations from the Faculty Higher Degrees Committee, a new application for ethical clearance must be submitted.
- If the research question changes significantly so as to alter the nature of the study, a new application for ethical clearance must be submitted.
- It remains the student’s responsibility to ensure that all ethical forms and documents related to the research are kept in a safe and secure facility and are available on demand.
- Please quote the reference number above in all future communications and documents.

The Faculty Academic Ethics Committee has decided to

- Grant ethical clearance for the proposed research.
- Provisionally grant ethical clearance for the proposed research
- Recommend revision and resubmission of the ethical clearance documents

Sincerely,

Dr Geoffrey Lautenbach
Chair: FACULTY ACADEMIC ETHICS COMMITTEE
6 August 2012
APPENDIX C: BIOGRAPHICAL QUESTIONNAIRE FOR PARTICIPANTS

Please answer the following questions by using (X) to indicate your answer in the relevant block or by writing down your answer in the space provided.

1. Indicate your gender?
   Male [ ]  Female [ ]

2. What is your age in complete years?
   [ ] [ ]

3. Indicate your race?
   African [ ]
   White [ ]
   Coloured [ ]
   Asian/Indian [ ]

4. Indicate your qualification(s)?
   [ ] [ ]
   [ ] [ ]
   [ ] [ ]
   [ ] [ ]
5. How long have you been teaching at this school?

6. Specify your teaching subject(s).

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7. In which of the following Continuing Professional development programmes have you participated in 2012?

7.1 School based development.

7.2 District based development.

7.3 National Department of Education training programmes
APPENDIX D:  FOCUS GROUP INTERVIEW SCHEDULE

Session One: Participants experiences of continuing professional development.

1. How do you understand the concept of continuing professional development (CPD) for teachers?
2. What are your experiences regarding continuing professional development programmes? (Positive experiences and negative experiences)
3. What are your experiences about the role of the school management team in your continuing professional development? (Positive experiences and negative experiences)

Session Two: Reflection of continuing professional development

1. In the year 2012 you went to a continuing professional development workshop about three days. Tell us how did it help you in your professional development?
2. Tell us in what way did you benefit from this training?
3. Tell us how has the workshop influenced your teaching?
4. Tell us how has the school based professional development helped or did not help you in your teaching practice?
5. Tell us in what way has continuing professional development programmes helped you to overcome challenges in your teaching practice (for example new curriculum delivery)?

Session Three: Knowledge or Abstract thinking: Understanding the meaning of continuing professional development for teaching practice.

1. How do you understand the need for continuing professional development for your professional growth?
2. How has continuing professional development enhanced your knowledge and skills in your teaching practice?
3. In what way has the school management team contributed to your professional development in this school?
4. How do you understand taking ownership and leadership in your own continuing professional development?

**Application and testing of new understanding in new situations.**

1. In what way have you applied the National Policy Framework for Teacher Education and Development (RSA 2007) in your professional development?
2. How has the application of teacher development policy contributed to your improved learning and development?
3. How have you applied knowledge learned from the national department's professional development programmes?
4. How have you applied knowledge learned from district based professional development?
5. How have you applied knowledge learned from school based professional development?
6. What would you suggest in order to improve teacher development workshops and training programmes in education?
7. Tell us; if you were a principal or head of department how would you support the teachers in their professional development.
APPENDIX E: INTERVIEW SCHEDULE FOR THE SCHOOL MANAGEMENT TEAM AS A GROUP

Questions:

1. What is your understanding of the concept of continuing professional development for teachers in schools?
2. What problems have you encountered regarding continuing professional development of teachers at your school?
3. What do you know about the National Policy Framework for Teacher Education and Development (RSA, 2007)?
4. How have you made use of the National Policy Framework for Teacher Education and Development (RSA, 2007)?
5. Which challenges have you encountered regarding the implementation of the National Policy Framework for Teacher Education and Development (RSA, 2007)?
6. How do you assist teachers to understand and implement the National Policy Framework for Teacher Education and Development (RSA, 2007)?
7. How do you create opportunities for continuing professional development of teachers in this school? Give examples.
8. Which continuing professional development programmes did you ensure that your teachers attend in the year 2012?
9. Tell me about your role as the principal or head of department regarding teachers’ continuing professional development programmes?
10. How do you assist teachers to implement what they have learned at the professional development programmes?
11. Do you have planned professional development opportunities in your school or department? Give examples.
12. How do you think teachers in your school/department should be supported? Give examples.
13. How have you guided and supported teachers in your school/department?
14. Which strategies would you apply in order to improve opportunities for teachers to continually develop their knowledge, skills and teaching practice?
15. How do you ensure that teachers are highly motivated to engage in professional development programmes?
16. What do you think would make CPD workshops/programmes effective for you?
17. What would you include in the CPD programmes? How and Why?
APPENDIX F: EXAMPLES OF PAGES FROM THE TRANSCRIPTION OF THE FOCUS GROUP SESSIONS

15 MAY 2013: FOCUS GROUP SESSION ONE

Question 1: How do you understand the concept of continuing professional development for teachers?

P6 Can you please come again? How do we understand it or how do we? Understanding? (Laughing) To me, to me, continuous means an ongoing process. It means it’s something that can last a life time; it does not have limits because it’s continuous. And it’s it has some positives and negatives to me. Personally I believe it has got positives and the negatives because eh! In most cases eh! Continuous development, professionally it’s good but you know the negatives is that, in most cases we attend these professional development tired after working a long seven hours and they expect you to go and attend a workshop, you drive around and sometimes you are even lost, you arrive late. You know, you find a facilitator or whatever they call themselves, you know issuing documents and explaining what’s in the documents. Eh! And, it’s different really to me; how I view it to me….something that, that still lacks eh! Depth. Eh! Our government is not doing enough really when it comes to that. But professionally…like my fellow colleague said that we need to develop professionally, like as in registering with institutions of higher learning, learning further. It’s good, but when it comes to what the government is offering, I don’t think it’s enough! Really! It’s not enough! To me! I don’t know to others. But I think it’s not enough! It’s just forming tenders.

P1 Because there are changes. This is what I call statements like NCS and CAPS now, previously it was OBE they change it! And when they change this there are challenges. And, for some it’s a good thing for others it’s not because sometimes you don’t understand what to teach. You don’t understand what CAPS entails to teachers. You come across content that is contradictory, content that is difficult to act to. Because of those changes there’s nothing you can do. You must just to give them and they must cram that information.

P6 And I really, I agree to, and I think that is caused by fact that when they develop, when they come up with this eh methods, the NCS, the CAPS and all that, they do not actually, they do not involve us. Remember as educators we are directly involved. And on daily basis we are the ones who are facing these learners and know of challenges that we come across. But then eh! For the employer to come up with eh! Policy. You know they come up policies, you know policies in the offices up there, and when they issue out these policies at the ground level, it’s difficult and somewhere it looks like as if it’s impossible you know, to implement. Because of the situation, you know you can see for yourself some of the classes are not conducive enough for some of those items that need to be implemented.

P4 Yeah I think we need the workshops, although there’s not, although there’s not enough time. I think they want to complete that time of training quickly. (Probe: how often are you required to go for training or workshops?). Eh! Usually once a year, or twice a week. Such that thing.

P1 I think the training that she’s (P4) mentioned, when she’s saying is not enough I agree its CAPS. Because you find that you need to implement a new curriculum statement, eh! You are trained only for two or four hours, and then after that, you are left alone! And you
need to teach the learners understand what does that statement means, understand how assessment is being organised according to whatever booklet like, we end up like doing it and maybe asking each other for more clarity, whatever training that is there.

End of session!

28 May 2013: FOCUS GROUP SESSION TWO

Question 1  In the year 2012, you went to a continuing professional development workshop about three days. Tell us, how did it help you in your professional development?

P2  Eh! It did help even though is not much? Because, as my colleague has said; that it took three days. Eh some of the topics were not dealt with in depth. Kay what I learned is that, we were put in groups. So, that also helped sitting in groups. But some topics were not discussed in depth.

P4  Yeah! It did help, eh! Like how to implement the topics in the learners, although the time was too little.

P6  I feel eh, I feel it arouses the need for one to develop professionally you know, outside the training, because what they do to me is not enough. It gives one you know, a reason to go and want to learn more, outside what the government is able to offer. I think it pushes an educator to reach out and touch. You want to go and register for a particular course to improve yourself because what they are offering is not enough! Bearing in mind the time given. Because is impossible really to do everything in three days’ time and then they vanish into thin air. And when they come back they want a different theme, a different thing, and some of us you know, are not really eh!, well equipped. I think yeah! Time is what matters most the time frame given for this continuous development is not enough!

P3  Yeah! For me, it did help me. I was able to teach some (inaudible). And I also agree with my colleagues to say, they didn’t cover many topics it was only just few, but the one that we did in training it was really (inaudible).

P5  What I have noted is, although the training sessions are meant to benefit us, in most cases you find that facilitators go for the topics which are easier for them and then they leave programmes which are difficult and those are the areas where we need more training. So, we are left eh!, without enough information of how to deal with the particular topics.

Question 2  Tell us in what way did you benefit from this training?

P6  You know they give, to me they give different approaches to teaching. They help one to approach different topics differently. I believe so! You know, you learn the how part of doing things. Yeah! I think that is the positive thing about it; they open a platform about different methodologies of teaching. You know the different approaches to teaching because what matters really is the how part, how to do a particular theme or topic. I think that is (sentence incomplete).

P1  And to add on that, I think! The content is divided into smaller parts, where you introduce the content gradually per grade. Not teach the same thing from in grade
10, 11 and 12. It’s not the same in a way because in the first one either you show them how to work out a certain part like in terms of area, they need to identify the sides of the shape that you are dealing with, and when you go to grade 11 or 12 that’s where you apply the formulas. At least in that way, maybe it comes as a plus.

P7 Yeah! It helped because some of the topics eh that were touched I can now also be able to teach them. Without the workshop, it would have been a problem. So, I would say it did help! *(NB. participant withdrew his participation after this session)*

P4 Ehm! It helps to cover those topics of content easily.

P1 But when you say easily I have a problem with the work schedule, even if we got the training but *(P6 the time frame)* the time frame for, to cover the work schedule it’s a challenge!

P4 No! Helps to cover the topics easy not the *(inaudible).*

P1 My reference is per term for example. If we, you are expected to complete a certain topic within that term, the work becomes too much and you end up not completing the work according to the work schedule and you end up not touching other parts that are needed for the test in that particular term.

P4 I think the problem in that are periods for the school. The time that the periods are allocated from the school. I think that is the problem of why we don’t cover.

P5 On the other hand these training sessions do help, do help us. In the sense that they teach us on how to tackle a topic that is how to handle it properly, teaching from simple to complex. Because, you find that if you were not trained accordingly you won’t be even able to select which topic to teach first I mean which ones to teach first and which one to teach next.

P2 Eh! What I experienced in that training is like the facilitator will open the discussion to allow colleagues to come up with different ways of them of tackling concepts. So it was for open discussion. Not everything will come from the facilitator but it was, other colleagues also helped eh they added.

12 JUNE 2013: FOCUS GROUP SESSION THREE

Researcher: If we have exhausted the explanation of concepts, the clarification of concepts, is it okay for us to start with our questions? *(All participants: Yes! Yes!)*

Researcher: Okay the first section of questions is on knowledge as we have already explained here! Now, how do you understand the need for continuing professional development for your professional growth?

P6 The need? How do we understand? Come again with the question!

Researcher: How do you understand the need for continuing professional development for your personal growth?
Okay! (Deep breath taking) Eh! (Laughing) I understand it’s, it’s important, to have a continuous professional development. Eh! It’s important because at the end to the day, one can tell whether there is progress in what one has been learning or not. For instance since we began with these sessions, I can say to me this somehow, I can refer to these sessions as continuous learning to me. Hence when we grow up we were told you know one can never get old too old to learn! It opens doors and challenges for one to have this willingness to go an extra mile. And you, you feel like I need to know more about this. You know it sends you into reading and reading and reading you know? Go into internet you know to find out what is this performance exactly all about? What is this continuous training all about? What does it entail? How was it you know, who really came up with this, and why? You see, it makes you, you know want to learn more and it I think it prepares you in your field of work! You become somebody who is, you know, I feel like I’m willing to take any question that can come from (laughs) from your research or whatever you call that. But it makes me feel like I am special! I am able to identify a problem and come up with a solution. And I feel like you know I belong, you know? It, it helps really! It makes you feel that I am who I am! And really there is a need for me to learn more! Yeah!

And in it, eh! Opens eh! Lot of changes! Meaning if we are looking at education or our system! It always changes. We used to have that old education system, we had the OBEs, we had the NCS, now its CAPS! If, if there is no need to develop, at the end you’ll be stagnant wherever you are and you’ll end up resisting change because there are people that are afraid of change. And if you resist change you won’t develop!

Yeah! And also it improves your skills, in profession.

Eh! I think it also helps to meet the diverse needs or demands of the society. As Mam has pointed out that there are always some changes in the education system. So, eh for us to continue eh we continue equipping ourselves with the new skills in order to meet the demands of our modern society.

And we fit in the modern society, it makes us fit because you see language changes with technology. Technology in general changes with time! You know every time they bring a new term, like Mam said we had NCS, RNCS now its CAPS you know? All these terminologies make one to feel like I am part of these changes. I am part of what is happening in the real life!

Researcher: I would like to hear everybody saying something about this. Mam let us hear you.

(Researcher: Now coming to the second question. How has continuing professional development enhanced your knowledge and skills in your teaching practice?)

Yeah! I have one need, which is; makes you as a teacher to be competent. Because you always develop your skills and ability as my colleagues have mentioned that education system change from time to time. So you have to keep abreast with what is happening.

Researchers: I would like to hear everybody saying something about this. Mam let us hear you.

(Researcher: Now coming to the second question. How has continuing professional development enhanced your knowledge and skills in your teaching practice?)

Yeah! I have one need, which is; makes you as a teacher to be competent. Because you always develop your skills and ability as my colleagues have mentioned that education system change from time to time. So you have to keep abreast with what is happening.
(laughing). Mam now is the how part.

Yeah! Because I’m thinking of the word enhance, if we do understand it correctly. (P6 mm! Researcher: Can we maybe talk about it. Enhance) So that we can brush up our understanding of the knowledge.

Now the question it’s, it’s the how part, how has this continuous enhance one’s ability (Researcher: maybe your colleague wants to understand first enhance, the terminology enhance. Is there anyone who can?) When you enhance (laughing) what can I say. Please read the question again. You know some words are better explained when used in context not as individuals.

Researcher: How has continuing professional development enhanced your knowledge and skills in your teaching practice?

Is it not about how it has improved (P6 yes! P2, P6 and P3 at the same time and helped).

Like I said some words are better understood when used in context because explaining a word individually so could mean completely a different thing. Now that we know the question is how has this helped us really or assisted one in developing, you know I, I believe, I believe that if. I’m sorry if I may sound like I’m deviating from the question you know because the question says how right? Yes I have to answer how this has helped us into being the developed people that we are supposed to be and become enhanced in the real sense. I, I don’t know. Maybe I would like to highlight some of the frustrations that we face there. Yes we are enhanced, yes we feel equipped but (P1 not everybody get enhanced) not everybody you know? I have a concern to raise there when we come there. The manner in which, let me apply the term methodologies that these facilitators use when they come to centres you know. To me it’s, it’s they are constant. They never change. I don’t know if I make sense. Hence we are speaking of the changes that we undergo. Let me give you this scenario. We have teacher A who have been teaching Mathematics for the past twenty years. Now we have teacher B who is newly employed. Now when you go to these workshops, they do not equip teacher A further up beyond the twenty years’ experience that she has. And begin with teacher B from the level ground. You know they take you to be on the same level. Does it imply to the people at the top that what they taught us last year we learnt to forget? Does it imply to them that we do not go back to classes and apply the knowledge that we have acquired in the first instance. That is a question that you know comes to me when you speak of enhancing one! Now it becomes a challenge in the sense that, a newly appointed educator who’s fresh from school and an experienced teacher who has been in the field for twenty years plus, are continued to be work shopped and equipped in the same method! I don’t know if I make sense to you guys? (P2 In the same group. They put them in the same class) the same class the same method. You learn everything you know. They teach a particular content in the same manner. Now we are speaking of somebody who has got twenty years plus even five years teaching one subject is too much! Now why come back to the very same people and apply the very same method every year? You see that is where I, I experience problems! Hence I’m saying to me they could have, this continuous eh development of educators has helped me to see a need for me to reach out and touch! I feel like there is need for me to go out and research further (P1 on your own), on my own you see? Beyond what they are able to offer, because what they offer, to me it’s like they don’t change with changes. When changes come, it’s like they are constant! We cannot move from point A to B. Hence we have newly appointed educators!
P1  (Cutting in) That is why I said resistance (P6 yes) It means the how part has brought up the negative (P6 part of this continuous). Eh people are resistant to these changes (P6 yes). There are teachers who don’t want to change from eh the whole system to OBE. They still teach the same way (P6 same method). And then in a positive way yes for new teachers it will help because they have that knowledge, a little bit of that knowledge whereas a teacher who has twenty years plus, is difficult for that person to change (P6 to change you see)! And they want a person to change immediately! Whereas is too hard!

P6  And they do not motivate us into changing. Because like I said in the beginning if you heard me correctly. They do not motivate teacher A to want to change because they apply the very same thing they applied ten years ago. You see to me (laugh) it really, it really sends somebody out!

Researcher: Let us hear others on this matter.

P2  My input will be, some of the things in the past, I can still use them. We don’t throw away everything. We can still use some of the things from the old syllabus so I think you must check which ones eh can still be used, yes you know with the CAPS!

Researcher: Mam since you are new in this field of teaching. How many years have you been teaching? (P4 four years) Four years. So and you have gone through the developmental processes right? (P4 yes) So how has it enhanced your knowledge and skills?

P4  At first I was lost with this term hence (P2 enhance) enhance. So with my colleagues here helped me to understand this word, so this term. So it helped me a lot to improve my knowledge and apply the knowledge that I’ve got so I think for me because I was lost with this term. (Probe: Which particular workshop or training session has helped you?) Eh the cluster, which is the content training. (P6 at the District level) Yes.

Researcher: What is your experience? (P5)

P5  As for me I don’t know maybe eh, there is eh misunderstanding on the word enhances. But when I look at it as it is (inaudible) but it is to improve. When I look at it as continuing development yes it does have positive results. But at times you find that eh they bring things that eh I don’t feel they obtain good results. For example these training sessions you find that they have removed some topics in the other grades and then maintained the same topics in the other grades. So when you are faced with that situation eh you end up not knowing exactly that you are being improved or not. Why? Because as they say, as they identify the topics that are supposed to be left out when they set the papers you find questions from the very topics which they said they must not be taught!

P1  Meaning you are moving up and down at the same time!

Researcher: Let us proceed now to the next question. In what way has the school management team (SMT) contributed to your professional development in this school?

P1  Mm! It’s hard with that (long pause). I think it will depend on different eh departments. In some departments it helps a lot, in some is not. I think even my colleagues can second me on that. Eh we end up experiencing some challenges where when you are teaching you
are not being treated the same way. That way they are not developing you. Favouritism (P6 amen to that) yes! What is happening, and when we check, we teach the same grade but teacher A will have twenty learners in his class but teacher B will have fifty learners in her class. That demotivates us and because we are not being supported by our management, that is why development is hard to point out there!

P2 Eh! It depends as my colleague mentioned. This reminds me of what my colleague said from the previous sessions (facing P3). That in accounting there is no support. You find that the, maybe the SMT itself they don’t know how to support; they don’t know how to develop you. Not that maybe they don’t want. Because (P3 they also need development).

P1 But if they don’t know they need to ask around. Reach out to the District level. If the District level cannot help them they must reach out to the Province.

P6 Mm mh! They know very well! Remember, I beg to differ guys, remember we have been complaining about the human relations in this institution. The protocol of this institution! How our top SMT like I said in the beginning that through the session I will have to divide the SMT into two parts. I’m gonna have the top SMT there the top three and I’m gonna have the broader SMT. Now to me I believe they need workshop when it comes to human relations. Because to me it is disrespectful (Researcher: which ones need workshop?)

The top the top SMT of this institution needs to be workshopped you know when it comes to human relations. Because to me it’s insulting especially to my head of department for a deputy the principal or principal to pass all the way you know leaving out my HOD, coming straight to me as PL1 educator, demanding this and that. Not through, you know they don’t follow the right channel of doing things! Then they come and accuse you of this and that, you are frustrated when you go back to your head of department is not aware of what is happening. You see to me they undermine the structures the existing structures. I, I believe they need to be workshopped themselves. They need to be taught how to follow protocol. Because at some point it ends up looking like you know PL1 having to deal with PL4. What happened to PL2 and 3? Where are they? You know for the principal to come all the way from PL4 (P1 overlooking other people’s duties) you know?

P3 I don’t know if I’m wrong but the SMT of this school must be united. It’s like they are divided each and every Monday they have their own groups (P6 yes that is why I’m saying) they are not united! (P6 they cannot because) Each and everyone (P6 the problem lies at the top) have their own ideas.

P6 The problem lies with the top! You know if the top SMT can realise that what we are highlight daily in staff meetings that we have these frustrations in our departmental meetings. If and only if they were not undermining the heads of departments, believe you me we would have moved from point A to D!

Researcher: (pointing to P5) so what is your conclusion in that Mam?

P5 Eh, in my case I wouldn’t say much for the SMT because, in fact for the top SMT. Eh I will look at the bottom one which includes the HOD. As far as my HOD is concerned, I think everything is smooth. There is a good rapport between eh our HOD and us the teachers. If ever there’s anything where we need some improvement we do receive some help from our HOD.

Researcher: let’s hear why Mam says you can’t divide the SMT?
P4 Yes we can’t divide them because we need the top management together with our HOD. So, if you said the top management come straight to PL1 to talk about something without the knowledge of the (P6 PL2) PL2, which is the PL2 the HODs neh? Okay! With my understanding that thing is not okay or is not right! They need to learn to work together.

P6 Yes! You are agreeing with us that’s why we are saying they need to be workshoped on human relations. How to relate to one another and how to respect all these existing levels (P1 batho-pele)! Yeah you know hence our motto batho-pele you see! Then if and only if, they could do that, it won’t be necessary for us to divide them. But at the end of the day it’s obvious, we end up doing that! Because at the top they are failing us, remember the HOD cannot call cannot go and say to the principal eh principal you must call a staff meeting and the principal does that. You know it’s the other way round, the protocol. Let it come the way it supposed to go, you know? Its learners to PL1, from PL1 to 2, 2, 3 then we have 4. You see. (P5 can I). Oh, Okay!

P5 Maybe you might find us blaming the top SMT, eh don’t know really what is happening. Maybe the HODs are detaching themselves from the top SMT (outbreak of laughter from other participants).

P6 No! Not quiet you know! With my experience, remember we are speaking from experiences that we had. We cannot say we don’t know what is happening whereas it’s in the open. Remember the HODs are not their departments in their houses; they are running the departments in this very same institution. And you just said you receive hundred percent from your HOD. There I agree with you, yes, we do that. But for the HODs to get the support that they need from the top management? It’s like they undermine them. You know to me it’s undermining those PL2s because if the principal really respect the fact that each and every department has got the head, and after the HOD we also have the Subject head and all the staff, really we would be speaking a different language. But because they undermine them that’s where you find the HOD on the side and then you find the principal and PL1 exchanging words. And when you try to find what happened, the HOD is not even aware of what is happening. That’s where I, I’ve got problem! (Emotional)

Researcher: Okay let me come in here, from you contribution I hear you spoke about the positives and also the negatives. So if you combine these, coming back to the question, in what way has the school management team contributed to your professional development in this school. Taking the positives, in what way?

P6 Mmh! You know they, they have contributed positively in so many ways! Like we said in the beginning, encouraging us to attend the workshops and these subject meetings when they come, you know in a very, very polite way. The kinds of approach that the heads of department use you know when they come down to us! You know, you know if somebody comes to you and say my apologies I was not aware this and that was going to happen, please, please see to it that you attend. You see the person is expressing the feelings of understanding and the person is trying to show you that you know what? I am with you, is just that I didn’t know. It’s not as if I’m doing this to get back at you. It’s not a grudge. You know the communication, the line of communication between PL1s and PL2s it’s smooth you know, it’s smooth and that says a lot about the positive part of these things!

P1 I think it contributed it contributed again to our personal development. As we register in different institutions. For some we see what our seniors are doing and at the end we want to do the same thing. But for some it’s hard because you end up comparing people who
achieved a little and they are our seniors. But because they are our seniors, we need to respect them, regardless of whether they are competent or not.

**Researcher:** Okay now let us move to last question of this section of knowledge. How do you understand taking ownership and leadership in your own continuing professional development?

**P1** We have already done that, we’ve already done that. That’s what I said we’ve registered. And then eh because for some we are positively motivated, we attend to our classes even if we are demoralised (P6 at the school level) yeah at the school level we are demoralised. Because we don’t get the support that we need!

**P6** You know it’s like they apply an injury to one is an injury to them all. But then when you think that is happening they go back and divide and rule! It’s like they perform best!

**P3** Just like in my department, I’m having problem with the textbooks but I have to go to class and (Other participants: make means). I have to make some means and try to give learners more notes, without them even having textbook but I have to try by all means to give something to these learners.

**P6** You see, because you know it’s not, it’s not in the hands of HOD. You know they try you know but they reach dead end.

**P2** Also attending workshops when they are provided!

**P6** You know even going extra mile of calling somebody who is teaching the same content with you from a different school (P2 yes). You know you call this person who is good in, in (P4 Accounting) in Accounting. Then you know, I don’t understand what is auditing at all, but I understand (name of neighbouring school) educator is excellent when it comes to auditing. Now let me call that teacher, you know we take our time! You take your time calling somebody from outside, that person comes, you have to sit and learn with your learners. That is to me that is you know self-motivation! Because you cannot just sit and say ahh! There are not textbooks, ahh! I don’t understand what is auditing! At the end of the day remember, continuous development goes back to a teacher being responsible for what you are supposed to deliver at the end of the day! They, they, it is aimed at doing that. You know continuous development is aimed at improving one’s skills in delivering the message of the day. Now if I fail then I can also ask for assistance!

**P4** Like us in our department Maths, who is this guy S…? (P2 S…)? Yeah, he is here to help us. Like if you don’t understand the topics he comes and help you in the classroom, and then you see his strategy and next time (P2 methods) you use the same (P6 you use the same method).

**P5** Okay as Mam has said previously, you can acquire more knowledge from other colleagues. Let’s say you have a group of teachers who they teaching the same subject with you. Let’s say you have a problem in that particular subject, those eh group mates will help you eh to solve some problems that you meet. Or even if you continue with learning, that is in the, eh tertiary institutions, you will be acquiring more knowledge, to so that you be able to come back and deliver to your learners and make them improve!

**P1** I think even the commerce department, eh they have people that they call to motivate learners. They do it out of their own will, without a push from any SMT. They do it as
teachers, that shows that teachers are really, ready to be developed or move at a better direction!

P6 Yeah and to add you know? Sometimes they introduce a particular thing, when we think it’s smooth and its good and its motivating us, they get rid of that. Like they did with the clusters! Remember we were clustered! Then in the cluster meeting we know we sit down like in Mathematics you know, we discuss as Mathematics educators. Then we you know, the problems that we are facing we are able to help one another. Then as we were used to those clusters, hence Mam said something about changes you know resistance to change. Then they come and say no we get rid of clusters you see? Then it’s left upon your shoulders, to reach out, to get help from somebody else out there. And sometimes it even means popping out cash, you know having to transport madam N to come and help me you see? Or whoever out there to come and help me because I am the one who needs help when it come to this particular content or theme!

P2 I don’t know if I will be repeating what you have mentioned. Mam you said eh you can call a colleague outside to come and assist. I think eh besides going outside, inside the school if we work as a team, you find that inside your department maybe one teacher (P6 understands better) and likes maybe this part, so you can switch (P6 yeah! yeah! that is also) and he will attend to your classes. That is, I think that is also done in a Mathematics department. Yeah!

Researcher: Okay, we have come to the end of this session, the section on knowledge and understanding. I don’t know if we can take a break so that we can go to the next session or what? It’s up to you, you can tell me?

P1 I suggest that we continue.

Researcher: We continue? (Participants agree) okay let us continue now to application. Before we come to the questions, I would like to know if you do know anything about the National Policy Framework for Teacher Education and Development. It is the policy of 2007. Do you know anything about that?

Researcher: and the next question is how have you applied knowledge learned from the school based professional development? And you said school based is about (P2 is it IQMS?) IQMS and (P6 classroom visit) okay, how have you applied that knowledge learned from school based professional development?

P6 Mm! it’s a pity; it’s a pity because we said some of these things it’s like are done for the sake of formality. It’s a pity because you do IQMS like you are forced to! We said in the beginning, is not presented to us as something that is meant to equip us! It’s presented to us as something like that is eh meant to earn one percent you know? And then we end up losing focus you know? Some of us might not have been aware that IQMS can actually equip one into becoming a better educator, because we see it as an animal that is coming to us. We (laugh) we.

P1 But it was supposed to be a way of developing us (P6 yes)! Mam last time said something like when the DSG visit her at the end she will be, they’ll end up discussing the pros and cons of their visit to say, you were good at this! You need to improve on that. That’s what we need to do (P6 yes) to capture when we are doing IQMS. So that at the end all of us can be on par with whatever is (P6 but we all) expected of us.

P6 But we all know the problem when it comes to that in our institution.
Researcher: Mam if I remember very well you are the one who brought up the question of class visits. How do they help then?

P2 They do help because the HOD will visit you as a teacher in order to develop you. And after the visit you’ll sit as my colleague has mentioned that you also sit after IQMS to look at how the session went. So it’s the same with the class visit (P6 the IQMS, during the IQMS process) yeah. So it is the same, maybe it depends eh which, which department you are in. But with other HODs it does happen, after the class visit. It is aimed at developing you, what are, where are you lacking? Yeah! You sit down after the lesson (P6 yeah, hence the filling-in of PGPs)

Researcher: Okay! Tell us if you were a principal or head of department, how would you support the teachers in their professional development?

P6 Hmm! (laugh) If I was a principal? (P2 or HOD) Oh or the head of department? I like the principal part (laughter erupts from participants). I think if I was the principal really, I was going to govern my institution you know from, from the masses at the ground level. Because for me they are the most important part of the, of this institution! You know, I was going to encourage my heads of department, of departments you know, to go an extra mile in accommodating educators, PL1 educators. You know giving themselves you know time, to sit with their educators in their department and iron out issues. So that a line of communication is kept open at all times! So that we don’t go wrong you know? By doing so myself as the principal you know? Having to reach out to my subordinates and say you know what you belong, you know what I cannot do this on my own. Yeah and somehow tasking them in some of the management work you know. Saying tomorrow eh you know in my absence you know this you’ll have to do. You know you delegate people to help you because you cannot run an institution like, an institution remember is formed of different people from different background from different communities. Therefore is difficult for an individual to say I can do it on my own. I was going to encourage team work. Yes!

P3 Then and also try to motivate them, to try to encourage them! I, I normally see this in our institution. A, eh, after the exam has been written, the principal would come and deliver the analysis. And most of the time he’ll complain about especially those subject that has been failed. And he’s doing nothing! And in front of (P6 in front of the parents) everyone! (P6 in front of the parents) And also delivering (inaudible due to P6 talking at the same time) to the parents not even coming to you to ask what was the problem? What can I do to try to develop you in order to improve! You’ll find that each and every year they’ll complain about the same subject but doing nothing to try to motivate them and try to encourage them to do more!

P4 I will try to support my let me say HOD to do their work. Or motivate them to do their work, such as eh, eh doing the class visits, and check the learners book and check the work of the PL1 educator is going right on the classroom.

Researcher: So you all want to be principals. (All participants burst with laughter, easing their tension)

P6 Yeah ei! The taste of power! (Laughing)

P2 What I will do as the principal, I will be hands-on! I will make sure that I concentrate as you said, to the learners especially and also to the PL1s. And you know as a principal
also you learn from teachers. So I’ll also listen to the concerns of the teachers. (P6 and) I will do that!

P6 Yeah! And you know what, the kind of frustrations that they face like you said (P2 mm) you know, and try to be the leader in the real sense of being a leader, you know? (P2 yeah, yes)

P5 If I were HOD I don’t think I would do anything differently from what my HOD is doing (laugh). Because what I see is just eh, is just on the right track. But if I were a principal, I think (P6 and P5 laugh) I was going to look at learners who are underperforming instead of blaming the teachers. Look at what is the cause, what is the root cause for the learners to underperform. Because in most cases is not eh that the teacher is not doing her part. But the problem mainly lies with the learner! But then if eh the principal doesn’t look at that, no improvement will be done.

P2 You know, this reminds me of this saying, if learners pass they say they pass on their own (P6 but once they), but if they fail, it’s you! So I would like to support you to say you know I will change my strategy, I will maybe concentrate more on learners to say how, which support do you need? Look at the learners I know they always blame the teachers, teachers! But you know, if I were a principal I would go to these learners maybe sit with them (P6 the ground level), sit with them (P6 try and identify the problem) yeah! Be there! These eh, what? Intervention programmes! I’ll be there after school, making sure they are always there! Because unfortunately at the end of the day you are blamed even if the learner is not attending!

P6 You write a letter to the parent the child dismissed the letter, it doesn’t reach the destination you know? The parent comes only in December to complain and say my child has failed. But has been calling you to the school, I never received any invitation you know? I think again, improving the systems you know? It like when admitting learners to the institution, there must be a background check, a thorough check, you know? And the filling of those forms that they fill, you make sure the numbers that are registered there are correct. Because at the end of the day our children are capable of living double life! You know?

P6 But since we are not the principals of this institution, it’s a mess but really, give, give one of us here to be the principal I’m sure you are also impressed! (All participants burst in laughter)

Researcher: This brings us to the end of this session ladies! I appreciate your presence in all sessions!

P6 I wish we still had more! (Researcher: you still want more?) Yeah it’s interesting now because you know it opens one’s mind into a broader thinking! It sends you into thinking beyond the classroom environment!
20 JUNE 2013

Researcher: What is your understanding of the concept of continuing professional development for teachers?

S1 Can I go first? (Researcher: yes). It's, it encompasses both academic and your professional development. As an educator, personal development is very key! In your studying, you are developing yourself in an academic area you specialised in, so that you are ahead all the time of new developments that are coming, in that of specialisation that you are teaching. Not only that but as an educator you need to have a type of professional career path. That will determined at the end to the day, if I start now being an educator, in ten years' time what will I be, in fifteen years' time what is it that I want to be. So that it guides you professionally. As you develop academically, professionally, you have a career path that says if I want to be a principal for example, if I want to be an HOD, if I want just to be an ordinary teacher but to develop myself in such a way that I'll be in this eh, REQV you are there within the particular time, career path that you have apparently chosen. Mm!

Researcher: Any other input?

Researcher: What problems have you encountered regarding continuing professional development of teachers at your school?

Pause!

S3 Yeah it's, it depends on, from individual to individual because some are willing to learn. Most of the educators at our school you find that they are registered at eh institutions of higher education, they are developing themselves. But others, will not, will just sit and not do anything; they will not even go attend eh courses that are offered by the department. Like eh attending cluster meetings or subject meetings. These meetings they also help us to be on par with the curriculum. But you may find them citing many reasons of not attending, maybe citing reasons like, there’s a lot of paper work, some would even say, no there’s no money to go there, I cannot go there. So, they, they will come up with many problems I mean many eh excuses so that they, they not go there. So, they don’t realise that it is developing themselves, by doing that they’ll be developing themselves. So!

S4 Okay eh this as really depends on individuals. If you have set the goal to say after five years I want be in the next positions, really you will develop yourself. You will attend whatever courses come forward, so that you equip yourself. But others really they just relax. They don’t want to even develop themselves. These are the challenges we are facing here. Some they feel like okay, I have thirty years in teaching why should I go again to develop myself? I’m about to go for a pension! So they relax, they want to, in the comfort zone for the rest of their lives. They don’t want to develop. Those are the challenges we are facing!

S2 Mmh! As my colleagues said, it’s like eh lack of motivation I think. People know that our job or our work, to us or to most of us it’s just work to put food on our table. So people are not, I don’t know they are as they have said, they are not, they don’t think of growing! They think of coming to work, teaching those classes going back. What will happen in the
future doesn’t matter; the future will take care of itself. So it’s like people are, they are not thinking ahead! Because going to workshops, most the educators is for, is for them to have their names there, they don’t think of it as developing themselves because when you going there, it’s you who gains that confidence, it’s you who gains that knowledge. But it’s like for most of our educators, it’s because I have to. So there is lack of motivation. Those are the problems!

Researcher: There is this policy called the National Policy Framework for Teacher Education and Development. Do you know about that policy, of 2007?

S1 I’ve heard about it! Yeah!

S2 And I think is; “Nami” (me too) I’ve heard about it! It’s, as you said it, it’s a policy and you know a policy it has to be implemented whether you like it or not! So it forces educators to develop themselves. It says, it states that they forced it’s not like it’s a choice to attend workshops. It’s not a choice even to develop yourself so that you are on the same level of education that you’re supposed to give to the learners. So a policy that forces, I don’t know if I’m using the correct word, but it forces every educator to develop.

Researcher: Now that you mentioned that you have an idea about the policy, how have you made use of the National Policy Framework for Teacher Education and Development (RSA: 2007) in this school?

S3 There are circulars that are sent from the District, I mean via the District, from the Head Office, directing teachers to learn, teachers to apply! So we give these circulars and then we inform educators that they must eh apply, we encourage them to apply; we forward their names to the department. And then those who qualify they are taken into the course.

Researcher: I don’t know if maybe you have already answered the next question that was coming to say; which challenges have you encountered regarding the implementation. You already talked about implementation, is there anything that you can add Mam, on the challenges?

S2 The time! The time that is given to these programmes it’s like it’s eh they, they treating development as a micro waved. It’s like its microwave it’s fast in a day you supposed to learn how to implement CAPS! You know as a system of education or an approach and when we started eh, when we started teaching, or at first when we were supposed to be qualified as teacher, we went to college for three years! We learned a certain kind of education! And now they expect us like in three days or in a week to be able you know to be abreast with the new one! So the time is like is not realistic!

Long pause!

Researcher: How do you assist teachers to understand and implement the National Policy, as we have spoken about it?

S1 Yeah! Like we have said, it, it needs a person to be really motivated! Eh you know? There’s quite a big difference so we look at the reaction of some and the reaction of some! Some actually even drop out before they even get started. They enrol, they get bursaries but along the way they drop out. And one other thing that is not quite encouraging others also to be involved, is that there was a blanket you know, eh, eh, eh, what do you call it?
The blanket eh, promotion sort of! Promotion for those who were, who did not qualify in the REQV 10, 11 remember? They were taken to 13, (S3 automatically) automatically! Without making sure that the five years that were given, they made use of the bursary, they made use of that time that they were given in order to develop themselves! Now what do you in such situations where the government itself is very much indecisive in implementing policy? When after five years there are so many teachers who don’t qualify, you say okay; let’s promote them to REQV 13?

Researcher: How do you create opportunities for continuing professional development for teachers?

S2 Mmh! I don’t think that we create that! I think it’s an individual decision. And you are lucky if you are, you know you’re rubbing shoulders with people who want to develop then you join in. But if you just came in as a new teacher and you get those people who are relaxed, maybe twenty years in teaching, you will relax with them. Because the induction that the principal is talking about is not, I don’t think “ukuthi” (that) it’s a formal thing that is done. I mean, one is lucky if you get that induction. It’s not everyone; it’s not something that is done like it has to be done! I’m sure ten in fifty people get that induction. So it’s, it’s an individual decision I don’t think there’s, it’s created by management!

Researcher: If I may ask you? In your department, how do you go about creating opportunities?

S3 Yeah! “Nna” (myself) when I was an HOD I used to encourage educators in my department to attend the courses. I even went with them to the courses so that they should also be there when we are developed. So that it mustn’t be me or others going to the workshop and coming back and, and, and, giving the information to the, to those that did not attend. We must all get first-hand information. So that is how we create opportunities for them to develop themselves!

Researcher: Which continuing professional development programmes did you ensure that your teachers attend in the year 2012?

S3 & S1 CAPS! S3 Obviously! (Laughing)

S3 Because, (S1 yeah because it’s compulsory!) And then we do sign and the District will note those that did not attend and they will have to account why they did not attend. Because there are also finances involved, so those who provided maybe, yeah the service providers, they need to be paid. So they cannot be paid, if eh, eh I mean, they cannot be paid for doing nothing! That is for people not attending. So that is why it is, we made sure that they, they attend. (Probe: is it CAPS only?) Eh not exactly.

Researcher: Tell us about your role as the principal or head of department regarding teachers continuing professional development programmes?

S4 Yeah as the principal has indicated, really, okay in my department we are seven. And out of, five they have enrolled with higher institution. It’s my responsibility to motivate them. When they come back really they go back to the class with that courage, having acquired more knowledge to implement in the class. That is part of my motivations as the head of department to make sure the moment they attend and they come back to, to the class having acquired knowledge to implement in the class. And it’s encouraging in such a way that you find them they go to meeting, cluster meeting and they come back they report in the
department. We’ve attended the meeting this is the report back. And taking that information going and implement in the class is helpful!

**Researcher:** How do you assist teachers to implement what they have learned at the professional development programmes?

**S3** And also we look at the, the new policies especially the CAPS! We, we need to also make sure that they adhere to the policy. That is why we have to come up with management plans that will help us to monitor their work, so that they follow the new policies. So that is what we do.

**S4** Yeah part of monitoring and support, is very important that’s what we are doing. Because they’ve gone through the programme of development, then they come back to implement. And as managers we, we try to motivate and monitor them. And check whether they in par with the work schedules and so on!

**Researcher:** Do you have planned professional development opportunities in your school or department? Give examples.

**S3** What we call, that is informed by IQMS “akere” (isn’t it?) from IQMS we have to develop a what? Development programme for the school. So we get, we get it from IQMS “akere” (isn’t it) people will say I’m lacking in this and this. And also the groups that we have in the IQMS, they will show you where you lack and then where do you need to develop yourself. And then that comes back to the IQMS committee and then the, eh the school development plan is developed.

**S1** Is just that there are shortcomings in the whole implementation process itself. Because it’s not, it’s not as effective as it’s supposed to be especially when it comes to development of the educators. In a sense that we talked about, maybe the training that she talked about, to say if you have about how many educators in Gauteng alone and you have, each educator has their own individual development area “akere” (isn’t it)? You cannot be able to target individual areas of individual educators. It’s only those that are generic in nature that you can target and say we are going to have a workshop on this, this and that. But really when it comes to individual development it does not help them much!

**Pause!**

**Researcher:** How do you ensure that teachers are highly motivated to engage in professional development programmes?

**S1** Very difficult question that. Very difficult question! (S3 because of the term highly)

**S2** Mm highly! Because the only that we say is that it’s highly beneficial for them. For the, to make their work easier and to be able to have confidence when in class or when you are supposed to deliver to the kids because you know, when you lack confidence you might even be, absent yourself from work most of the time, because you are afraid of facing these learners. Because those learners sometimes they know, they even know more than you. So equipping yourself makes you even be on par with them or even above them.

**S4** Yeah! Enrolling yourself, attending meeting, coming back and work as a group, as a team also, can also benefit. Because if I go to the workshop and come and report to all of us, we have the same information which can assist at the end of the day!
S1 But then “nna” (I), I see it more on the side of government accomplishing that. The motivational factor it’s money! The most useful motivational factor it’s money! Once eh, you have a system a system that says you complete this course, and this is what you are going to get. You tangle; you tangle something, a carrot! And then you say this is what you going to get. Whether it be in the form of salary, whether it being in the form of bonus, eh whether it being you know in the form of you know, just an acknowledgement to say you have completed this for you professional development, you have, once it can become something that is standing as a policy to can say we are going back to the basis, we are going to give you, we are going to give you, once you have completed this course you move from this category to the next! I think that will be to the best! You must be able to get something at the end of it! Not just nothing! Eh, eh you know?

S3 Yeah also by providing resources that will make them that will make their work to be easy. Yeah! So it also, it comes back to the question of money. The resources must be bought or they must be eh sponsored or paid for!

S2 I’m happy that the principal realises that money is important!

S1 Of course I know (laughing)

S3 But money is, is a scarce commodity you know? It depends on how much money you need, because the more you get is the more you want. So?

S2 But if you get nothing then?

S3 Yeah, nothing but, is it nothing from the principal or nothing from the department? (S2 both) Because it is the department that’s giving us money! But if they don’t give us enough money that we can use it’s, it becomes difficult. Because if you get something that is little for you to distribute it in the school, and also cater for professional development of educators I don’t think the money is gonna be enough! Because the department itself “le yona” (itself) it finds it hard to, to sponsor development of all or yeah individual teachers in the school!

S2 I believe the principal mentioned that there is a sponsor that is coming in. at least what his, he expects from the department as incentive maybe he will show us with the money that you, the sponsor’s money that you are going to get at least. (S1 No even if you can) and motivate those educators.

S1 Remember, if you get sponsorship, once sponsorships comes in they will normally say, what needs do you have as a school? You begin to identify those needs. You identify teacher development for instance; those become the kind of needs that you identify (S2 you need to motivate teachers with incentives) exactly! (S2 just mention that) yeah! And then if you are fortunate up, to come up with sponsor that will say okay, will sponsor teacher development, will sponsor this, will sponsor that, it becomes far much easier for teachers to be motivated in themselves to say; hey man we have a sponsor, we can be able to, we have resources that we can use in order to develop ourselves you know? What’s the use because there’s this money, there’s that, so it becomes much easier for us to run the school properly!

S2 And even individual incentives like just to motivate. If one gets that incentive because of the good work that they did, then others will join in. (S1 exactly, you’re, that’s right).

Researcher: What do you think will make continuing professional development programmes effective for you?
S2 I think it has already been mentioned that we need eh the money, you know as a resource to make everything possible!

S1 “Nna” I would say government must put the necessary resources! Which must be, put in resources, don’t leave it eh you know, to the educators to decide! Tell the teachers here is the money for development. You are go into this programme, you’re going into this programme. Remember when ACE was, ACE. When we went into ACE as a programme, we were not asked questions. We were told you’ll be, from next year onwards, you’ll be going into this programme. And you sign, its compulsory, its mandatory for each and every principal to have that kind of a certificate! So you were not actually told that you have an option. No! you go into that programme government has put in resources, this is meant for HODs, this will be a programme for HODs, this will be a programme for educators, whether you like it or not! Maybe also give an option to educators to say if you don’t want to get into the programme then opt out! We are going to give you a voluntary severance package! Because without it, if you don’t have that as an alternative, then you are saying, even those teachers who don’t go into the programme and they remain redundant, and they don’t actually are even motivated to teach the very same learners they are going to teach, then you are going to have to have to remain and to have bad results! (Pause) (S4 yeah)

Because, educators who are demotivated and they don’t want to, to learn you know, new things etc., etc., those are the educators who have a very negative impact on our results!

S4 Yeah this morning I was reading the Sowetan (News paper). I think the issue of money, the government has tried to promising, to say they want to go back and look at the salaries of educators. I think is one factor which can motivate us to saying, they’ve realised that we are earning less as educators, and they are proposing to say really they want to restructure the salaries, it’s part of motivation from the government. And again when it comes to educators in the school, the sponsorship, the donations which we can get as a school really can motivate teachers as individuals. Well, I’m performing in my department, to get incentives from the school, really it motivate teachers. Excerpt my payment from the government, the school if we can go out and find the resources, to assist, it can motivate a lot! That’s another eh key area which as management we can look at. To say as individual educator for example in Science or Maths, we have eh teachers who are performing very well, which we can add from the salaries, give incentives as a school! To say, really you’re doing a lot of work, you’re, you’re long hours that you are spending at school this is what we can give you! Is part of motivations that we can give!

Session ends
APPENDIX H: EXAMPLES OF PAGES FROM THE DATA PREPARATION AND CODING FOR THE FOCUS GROUP SESSIONS

FOCUS GROUP INTERVIEW SESSIONS – TEACHERS P1 – P6

PARTICIPANTS EXPERIENCES OF CONTINUING PROFESSIONAL DEVELOPMENT

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<th>Code Name/Descriptive words</th>
<th>Themes based on research questions and guidelines for thematic analysis</th>
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<tr>
<td>INTERVIEWER: What are your experiences regarding continuing professional development programmes? P6: Experiences with?” P4: It’s difficult for us to implement it. Because there’s not, eh! There’s little training. I think my side. It’s difficult to implement it. P3: Mm! It’s difficult I agree like with the syllabus when you have to cover for term one you end up going to term two to do what you have done in training. And you’re forced to teach the learner the things that you did on training and they don’t understand, you just teach. P5: Yes Mam, I think changes are made regularly by the time you are trying to implement there is something that has been introduced. You find that when you go to the next training session, you’ve been told of something different again to implement. And at the end of the day us the educators we get confused. What more learners if we bring them something different again they end up not trusting anything we do. P6: No Mam! I think the confusion starts at the top, because those people always during the so called content training, to me is not content</td>
<td>Little training makes it difficult to implement CPD programmes</td>
<td>Experiences of continuing professional development</td>
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training. You know you cannot come up with documents, you dish the documents and you read and interpret what’s on the document and call that content training. It’s just not enough really, especially for maths and science educators. We know that in most cases when we speak of maths and science in most parts of teaching there is processes. Unlike in a language, you know in maths and science we speak of a process and when we teach a particular step somewhere you get lost. You don’t have an understanding of how to get a particular answer then the whole thing becomes a mess at the end of the day. Like we are saying they change now and then it’s not good. They implement changes within a short space/period of time. And the kind of pressure that they put on us, forgetting that we are not only teaching and then that’s it, we have to develop these kids; we have to go beyond teaching. We do honour teaching, you know! And the time allocated for the kind of load that is allocated to us they just don’t correspond at all. You find that the whole facilitator calling you to a content training in mid-May. And the person is supposed to have trained you about something that was supposed to be done in term one and we are nearing end of term two. There’s no direction from the top. I think the whole education system is just in, in chaos really. We need direction. We need people who will be able to, to establish policies in the real industry, in the real life situation. Not in white schools only because really in our schools some of the things that are expected from us are not possible to be implemented.

P2:
Eh! I would like to add to the point that the time that they allocate for
training is not enough! Like for instance in June we’ll be going for teachers training. If I’m not wrong is three days. And they squeeze everything in one day. Everything will be left to the teacher. That is to the point of saying, they just, it’s a rush, rush thing. Everything will be left to the teacher. Including schedules eh! Like the former speaker said, processes. Everything there, it’s not done.

P5:
Eh! Can I add something again eh! Many people who train us, it is as if they work in isolation. The one, one will tell you to do this today, the other one when he visits your work, he or she visits your school, he or she will tell you that this is not the teaching that you are supposed to do even if you attended the workshop. If you are taught to do something at the workshop, and if someone comes to inspect your work, he or she should be having the same information that they agreed upon. But then we find ukuthi (that) we end up not knowing what exactly we are supposed to do.

INTERVIEWER: What are your experiences about the role of the school management team in your continuing professional development?
P1:
That is the big challenge! Especially eh! Sometimes we are ordered to do something without clarity being given to us. Sometimes there is whatever policy that comes from the district that are not given to us are not clarified, for example there is this concession thing. We are still waiting! For copies, said one copy and when we get information about concession, in other schools, like Model C schools, usually there is concession for a learner who cannot write but interpret information. Then
there’s a person who is trained who can write on behalf of that child. And you find that clearly they are saying the child who is pregnant and cannot write on that day, somebody must write for that person. It’s a new concession. That is why I’m saying we still need a copy so that we can know how many concessions are there? So that we are informed, in terms of it.

INTERVIEWER: Probe: Can we maybe find out in terms of your professional development, are you supported?

P6:
What I see, what I see and what I hear so many educators complaining about, in terms of the support from the SMT is, general is lack of communication, in our institution. Information reaches us late and when you (laughing). Not all like I say, information will reach us late. You know, you come to work knowing that after work I’m having to go to a bank to do one two three, and then when you sign in you are told you have a workshop or a meeting to attend at iSiziba or wherever. You see that is unprofessional you see! Because if we have to develop one another we have to start by being honest and at least respect one another knowing that we are individuals you know with different commitments at the end of the day. Not to say because you are my manager when I come to work you must just direct me to go this here and now! To me, my biggest challenge and biggest concern with our SMT is communication break-down, with the PL1 educators in particular.
APPENDIX I: EXAMPLES OF PAGES FROM THE DATA PREPARATION AND CODING FOR THE INTERVIEW WITH THE SCHOOL MANAGEMENT TEAM AS A GROUP

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<th>Transcriptions/Raw Data</th>
<th>Coded Name/Descriptive words</th>
<th>Themes based on research questions and guidelines for thematic analysis</th>
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<tr>
<td>INTERVIEWER: What problems have you encountered regarding continuing professional development of teachers at your school? Pause! S1 Eh! Complacency! Eh complacency, my experience has been that some teachers are not as you know ambitious as others. They lack ambition! They are not forward looking. Sometimes they create comfort zones for themselves, maybe having taken the profession for security, as a security profession. You know? I'm in this profession; I don't have to develop myself learning further, things like that. So that complacency needs time. Eh, you'll in time as an educator become redundant in the whole system of education because you're not in par, you not as advanced as you know the profession would like you to be, with the advancement of education! I mean as an educator they say, there’s somewhere where I actually read an article that said; you learn, you unlearn and you relearn! You know it’s a process it not like its static. It’s continuously developing. You have to always be abreast with whatever developments that are there in the country! S3 Yeah it’s, it depends on, from individual to individual because some are willing to learn. Most of the educators at our school you find that they are registered at eh institutions</td>
<td>Lack of ambition from teachers</td>
<td>SMT creating opportunities for teacher learning and development</td>
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<tr>
<td></td>
<td></td>
<td>Redundancy due to unwillingness to develop</td>
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<td>Inability to keep abreast with the country’s developments</td>
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of higher education, they are developing themselves. But others, will not, will just sit and not do anything; they will not even go attend courses that are offered by the department. Like attending cluster meetings or subject meetings. These meetings they also help us to be on par with the curriculum. But you may find them citing many reasons of not attending, maybe citing reasons like, there’s a lot of paper work, some would even say, no there’s no money to go there, I cannot go there. So, they, they will come up with many problems I mean many excuses so that they, they not go there. So, they don’t realise that it is developing themselves, by doing that they’ll be developing themselves. So!

S4
Okay eh this as really depends on individuals. If you have set the goal to say after five years I want be in the next positions, really you will develop yourself. You will attend whatever courses come forward, so that you equip yourself. But others really they just relax. They don’t want to even develop themselves. These are the challenges we are facing here. Some they feel like okay, I have thirty years in teaching why should I go again to develop myself? I’m about to go for a pension! So they relax, they want to, in the comfort zone for the rest of their lives. They don’t want to develop. Those are the challenges we are facing!

S2
Mmh! As my colleagues said, it’s like lack of motivation I think. People know that our job or our work, to us or to most of us it’s just work to put food on our table. So people are not, I don’t know they are as they have said, they are not, they don’t think of growing! They think of coming to work, teaching those classes going back. What will happen in the future doesn’t matter; the future will take care of itself. So it’s like people are,
they are not thinking ahead! Because going to workshops, most the educators is for, is for them to have their names there, they don't think of it as developing themselves because when you going there, it's you who gains that confidence, it's you who gains that knowledge. But it's like for most of our educators, it's because I have to. So there is lack of motivation. Those are the problems!

S1
In addition, one other thing that demotivates educators is our government itself. In essence, that, there’s lack of incentives when educators especially develop themselves. There are no more incentives. In the olden days there were incentives in essence that you would normally pay a certain amount at University for you own development. And in turn the government would pay you back that money, the whole money that you paid during the course of the year, if you succeed. And then after completion you are also taken to the higher category that you worth. So that, that in itself has discouraged a lot of educators in actual fact to develop themselves! Which is, on the part of government of course?

| Lack of government incentives | demotivates teachers |
### APPENDIX J: CODE LISTING GROUPING, SUB-THEMES AND THEMES FOR FOCUS GROUP SESSIONS

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<td>1. <strong>The need for CPD</strong></td>
<td>1.1 The need for CPD</td>
<td>1. Understanding continuing professional development</td>
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<td>2. Attending training on new content and method</td>
<td>1.1. Continuing improvement to be on par with changes</td>
<td>1.1.1 Continuing improvement is important for teachers to be on par with changes and current issues</td>
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<tr>
<td>3. Collaborative learning through clusters</td>
<td>1.2 CPD makes a teacher competent</td>
<td>1.1.2 CPD makes a teacher competent and is needed to avoid stagnation, to be at par with new curriculum and up to date with changes occurring</td>
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<tr>
<td>4. Collaborative learning with peers</td>
<td>1.3 CPD needed to avoid stagnation</td>
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<tr>
<td>5. Continuing improvement to be on par with changes</td>
<td>1.4 CPD needed to be at par with new curriculum</td>
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<tr>
<td>6. Continuing skills development to meet demands of the society</td>
<td>1.5 CPD relevant for delivery in class</td>
<td></td>
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<tr>
<td>7. Continuously gaining knowledge through workshops</td>
<td>1.6 Helping to get information on curriculum changing</td>
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<td>8. CPD makes a teacher competent</td>
<td>1.7 Important for teachers to keep at par with current issues</td>
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<td>9. CPD needed to avoid stagnation</td>
<td>1.8 It is necessary to continually develop</td>
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<td>10. CPD needed to be at par with new curriculum</td>
<td>1.9 Need to be up to date with changes occurring</td>
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<tr>
<td>11. CPD relevant for delivery in class</td>
<td>2. <strong>CPD as a developmental process and learning process</strong></td>
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<tr>
<td>12. CPD through IQMS</td>
<td>2.1 An ongoing process of development</td>
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<td>2.2 Attending training on new content and method</td>
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<td></td>
<td>2.3 Collaborative learning through clusters and with peers, continuously gaining knowledge through workshops</td>
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<td>13.</td>
<td>Development through IQMS class visits</td>
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<td>14.</td>
<td>Development through personal studies</td>
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<td>15.</td>
<td>Helping to get information on curriculum changing</td>
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<td>16.</td>
<td>Important for teachers to keep at par with current issues</td>
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<td>17.</td>
<td>Improvement of professional skills</td>
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<td>18.</td>
<td>It is necessary to continually develop</td>
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<td>19.</td>
<td>Need to be up to date with changes occurring</td>
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<td>20.</td>
<td>Process of personal and professional development</td>
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<td>21.</td>
<td>Registering with institutions of higher learning, learning further</td>
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<td>2.3.</td>
<td>Continuing skills development to meet demands of the society</td>
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<td>2.4.</td>
<td>Development through personal studies</td>
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<td>2.5.</td>
<td>Improvement of professional skills</td>
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<td>2.7.</td>
<td>Collaborative learning through clusters and with peers</td>
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<td>2.8.</td>
<td>Continuously gaining knowledge through workshops</td>
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<td>2.9.</td>
<td>Registering with institutions of higher learning, learning further</td>
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<tr>
<td>1.</td>
<td>A different approach in IQMS to make a difference</td>
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<td>2.</td>
<td>Aroused the need to develop further outside the training</td>
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<td>3.</td>
<td>Attending workshops and applying knowledge learned</td>
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<td>2.</td>
<td>Taking ownership of CPD</td>
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<td>2.1.</td>
<td>Taking ownership of CPD</td>
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<tr>
<td>2.1.1</td>
<td>Attending workshops and applying knowledge learned, working as a team in a department and having commitment to effective teaching</td>
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<tr>
<td>2.1.2</td>
<td>Development starts with individuals’ willingness to develop, registering at</td>
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<tr>
<td>2.1.</td>
<td>Experiences of continuing professional development</td>
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</tbody>
</table>

**UNIVERSITY OF JOHANNESBURG**
| 4. CAPS training programme not enough |
| 5. Change implemented within short time |
| 6. Cluster meetings were developmental |
| 7. Collaborative self-improvement |
| 8. Having commitment to effective teaching |
| 9. Continued attendance of workshops |
| 10. CPD programmes not helpful in school based challenges |
| 11. Creates a need for further self-development |
| 12. DBE needs to improve experienced challenges in teacher development |
| 13. Development starts with individuals’ willingness to develop |
| 14. Educators are not involved when policies change |
| 15. IQMS as school based CPD helps but teachers have negative attitude toward it |

| 2.4. Collaborative self-improvement |
| 2.5. Having commitment to effective teaching |
| 2.6. Continued attendance of workshops |
| 2.7. Creates a need for further self-development |
| 2.8. Development starts with individuals’ willingness to develop |
| 2.9. Ownership and self-acquired knowledge helps |
| 2.10. Registering at tertiary for self-improvement and competence |
| 2.11. Self-motivation and willingness to learn |
| 2.12. Studying and continuing attendance of CPD programmes |
| 2.13. Taking ownership through self-development |
| 2.14. Working as a team in a department |

| 2.2 Challenges with CPD |
| 2.2.1. IQMS as school based CPD helps and equips teachers for effective teaching but teachers have negative attitude toward it because development thereof is not done properly |
| 2.2.2. Teachers are not empowered to contribute to CPD programmes and are not involved when policies change thus, policies seem difficult and impossible to implement |
16. IQMS development is not done properly
17. IQMS equips teachers for effective teaching
18. IQMS lesson observation benefits teachers but challenges are not considered
19. IQMS lesson observations are meant to develop a teacher
20. Little training makes it difficult to implement CPD programmes
21. More time be allocated for workshops
22. Need more training on difficult topics
23. No orientation in IQMS
24. Overcrowding challenges prevent implementation of knowledge learned from CPD workshops
25. Overcrowding makes development at school level difficult
26. Ownership and self-acquired knowledge helps
27. People who train work in isolation

2.3 Change implemented within short time
2.4 CPD programmes not helpful in school based challenges
2.5 DBE needs to improve experienced challenges in teacher development
2.6 Educators are not involved when policies change
2.7 IQMS as school based CPD helps but teachers have negative attitude toward it
2.8 IQMS development is not done properly
2.9 IQMS equips teachers for effective teaching
2.10 IQMS lesson observation benefits teachers but challenges are not considered
2.11 IQMS lesson observations are meant to develop a teacher
2.12 Little training makes it difficult to implement CPD programmes
2.13 More time be allocated for workshops
2.14 Need more training on difficult topics
2.15 No orientation in IQMS

2.2.3 There is need for workshops though they are inconsistent and time allocated for training is not enough. Also, overcrowding, regular changes and little training makes it difficult to implement CPD programmes
| 28. Policies seem difficult and impossible to implement |
| 29. Practical demonstration of teaching particular topics |
| 30. Registering at tertiary for self-improvement and competence |
| 31. Regular changes causing implementation difficulties |
| 32. Self-motivation and willingness to learn |
| 33. Studying and continuing attendance of CPD programmes |
| 34. Taking ownership through self-development |
| 35. Teachers are not empowered to contribute to CPD programmes |
| 36. Teachers need motivation and appreciation |
| 37. There is need for workshops though time not enough |
| 38. Time allocated for training is not enough |

<p>| 2.16 Overcrowding challenges prevent implementation of knowledge learned from CPD workshops |
| 2.17 Overcrowding makes development at school level difficult |
| 2.18 People who train work in isolation |
| 2.19 Policies seem difficult and impossible to implement |
| 2.20 Practical demonstration of teaching particular topics |
| 2.21 Regular changes causing implementation difficulties |
| 2.22 Teachers are not empowered to contribute to CPD programmes |
| 2.23 Teachers need motivation and appreciation |
| 2.24 There is need for workshops though time not enough |
| 2.25 Time allocated for training is not enough |
| 2.26 Time frame for CPD not enough |
| 2.27 Training should target difficult topics |</p>
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<thead>
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<tbody>
<tr>
<td><strong>39. Time frame for CPD not enough</strong></td>
<td><strong>2.28 Workshop helped though not much</strong></td>
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<tr>
<td><strong>40. Training should target difficult topics</strong></td>
<td><strong>2.29 Workshops helpful but inconsistent</strong></td>
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<tr>
<td><strong>41. Working as a team in a department</strong></td>
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<td><strong>42. Workshop helped though not much</strong></td>
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<tr>
<td><strong>43. Workshops helpful but inconsistent</strong></td>
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<tr>
<td><strong>1. Application of different approaches for different learner needs</strong></td>
<td><strong>3. CPD programmes and improvement of teaching knowledge and practice</strong></td>
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<tr>
<td><strong>2. Applied team teaching</strong></td>
<td><strong>3.1 Application of different approaches for different learner needs</strong></td>
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<td><strong>3. Attending subject or content training workshops helps in teaching</strong></td>
<td><strong>3.2 Applied team teaching</strong></td>
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<td><strong>4. CAPS training restores teacher confidence</strong></td>
<td><strong>3.3 Attending subject or content training workshops helps in teaching</strong></td>
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<td><strong>5. Class visits are preparation for IQMS programme</strong></td>
<td><strong>3.4 CAPS training restores teacher confidence</strong></td>
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<td><strong>6. Class visits help in improving and developing teachers</strong></td>
<td><strong>3.5 Class visits are preparation for IQMS programme</strong></td>
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<tr>
<td><strong>7. Class visits helps improve teaching</strong></td>
<td><strong>3.6 Class visits help in improving and developing teachers</strong></td>
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<tr>
<td><strong>8. Content training helps with correct teaching method</strong></td>
<td><strong>3.7 Class visits helps improve teaching</strong></td>
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<tr>
<td><strong>9. District based content training helps in</strong></td>
<td><strong>3.1 CPD programmes and improvement of teaching knowledge and practice</strong></td>
<td><strong>3. Improvement of teaching practice</strong></td>
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<tr>
<td></td>
<td><strong>3.1.1 Attending subject or content training workshops helps in teaching, prepares teachers for effective teaching and enables teachers to identify different teaching styles</strong></td>
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<tr>
<td></td>
<td><strong>3.1.2 CAPS training restores teacher confidence, enhanced teaching ability and empowered teachers to cater for individual learner needs</strong></td>
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<td></td>
<td><strong>3.1.3 Improved knowledge and skills for teaching, development of assessment skills, lesson preparation, research skills, application of different approaches for different learner needs and applied team teaching</strong></td>
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<tr>
<td>dealing with different content</td>
<td>3.8. Content training helps with correct teaching method</td>
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<tr>
<td>10. Empowered to cater for individual learner needs</td>
<td>3.9. District based content/subjects training helps in dealing with different content</td>
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<tr>
<td>11. Enables teachers to identify different teaching styles</td>
<td>3.10. Empowered to cater for individual learner needs</td>
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<td>12. Enhanced teaching ability</td>
<td>3.11. Enables teachers to identify different teaching styles</td>
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<td>13. Helped improve knowledge of teaching</td>
<td>3.12. Enhanced teaching ability</td>
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<td>14. Helped in lesson preparation skills and research</td>
<td>3.13. Helped improve knowledge of teaching</td>
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<tr>
<td>16. Improved lesson preparation and provision</td>
<td>3.15. Helped with development of assessment skills</td>
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<td>17. Improved teachers’ qualifications</td>
<td>3.16. Improved lesson preparation and provision</td>
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<td>18. Improved teaching skills and practice</td>
<td>3.17. Improved teachers’ qualifications</td>
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<td>19. Knowledge acquired from colleagues</td>
<td>3.18. Improved teaching skills and practice</td>
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<td>20. Knowledge acquired through tertiary institutions</td>
<td>3.19. Knowledge acquired from colleagues</td>
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<td>21. Learned effective teaching</td>
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<td>22. Learning different approaches</td>
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<td>23. Prepares teachers for effective teaching</td>
<td>3.20. Knowledge acquired through tertiary institutions</td>
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<tr>
<td>24. Secondary Schools Improvement Programme (SSIP) improves teaching skills</td>
<td>3.21. Learned different approaches</td>
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<tr>
<td>25. Self-acquired knowledge helps in teaching effectively</td>
<td>3.22. Learned effective teaching</td>
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<tr>
<td>26. Skilled in grading and understanding learners</td>
<td>3.23. Prepares teachers for effective teaching</td>
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<td>27. SSIP helped in collaborative learning</td>
<td>3.24. Secondary Schools Improvement Programme (SSIP) improves teaching skills</td>
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<td>28. Teachers benefit by learning different approaches to teaching</td>
<td>3.25. Self-acquired knowledge helps in teaching effectively</td>
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<tr>
<td>29. Teachers learned to divide content into smaller parts</td>
<td>3.26. Skilled in grading and understanding learners</td>
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<tr>
<td>30. Training sessions helped with teaching skills</td>
<td>3.27. SSIP helped in collaborative learning</td>
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<td>31. Workshops influenced in applying content and in assessment</td>
<td>3.28. Teachers benefit by learning different approaches to teaching</td>
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<td>1.</td>
<td>Curriculum changes affect resource budget</td>
<td>4. Teachers’ views of the SMT creating opportunities and support in their CPD</td>
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<td>2.</td>
<td>Encourage team work</td>
<td>4.1 Curriculum changes affects resource budget</td>
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<td>3.</td>
<td>The HOD is supportive and goes an extra mile to help</td>
<td>4.2 Encourage team work</td>
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<td>4.</td>
<td>HODs give support to teachers</td>
<td>4.3 The HOD is supportive and goes an extra mile to help</td>
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<td>HODs go extra mile</td>
<td>4.4 HODs give support to teachers</td>
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<td>HODs mentoring teachers</td>
<td>4.5 HODs go extra mile</td>
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<td>HODs need principal’s support and motivation to develop teachers</td>
<td>4.6 HODs mentoring teachers</td>
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<td>Improving team work</td>
<td>4.7 HODs need principal’s support and motivation to develop teachers</td>
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<td>9.</td>
<td>Lacking support for resources affects teaching</td>
<td>4.8 Improving teamwork</td>
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<td>10.</td>
<td>Money for transport to workshops is given though not always</td>
<td>4.9 Lacking support for resources affects teaching</td>
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<td>11.</td>
<td>Money support for workshops is a challenge</td>
<td>4.10 Money for transport to workshops is given though not always</td>
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<td>12.</td>
<td>Motivate and encourage teachers</td>
<td>4.11 Money support for workshops is a challenge</td>
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<tr>
<td>13.</td>
<td>Policies and orders issued are not clarified</td>
<td>4.12 Motivate and encourage teachers</td>
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<td>14.</td>
<td>SMT contributes to personal development</td>
<td>4.13 Policies and orders issued are not clarified</td>
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<td>15.</td>
<td>SMT encourage workshops and subject meetings attendance</td>
<td>4.14 SMT contributes to personal development</td>
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<td>4.15 SMT encourage workshops and subject meetings attendance</td>
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4. Teachers’ views of the SMT creating opportunities and support in their CPD

4.1 Curriculum changes affects resource budget
4.2 Encourage team work
4.3 The HOD is supportive and goes an extra mile to help
4.4 HODs give support to teachers
4.5 HODs go extra mile
4.6 HODs mentoring teachers
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4.11 Money support for workshops is a challenge
4.12 Motivate and encourage teachers
4.13 Policies and orders issued are not clarified
4.14 SMT contributes to personal development
4.15 SMT encourage workshops and subject meetings attendance

4. SMT creating opportunities and support for teacher learning and development in CPD
16. SMT lack skills to communicate information about teacher development
17. SMT need to learn to work together
18. SMT not doing enough to support and develop teachers
19. SMT should be able to help with teaching resources
20. SMT unskilled in support and development of teachers
21. Teachers feel unsupported and not developed by SMT
22. There is a good rapport between HOD and teachers
23. Top SMT need workshop in human relations
24. Transport support for workshops is a challenge

4.16 SMT lack skills to communicate information about teacher development
4.17 SMT need to learn to work together
4.18 SMT not doing enough to support and develop teachers
4.19 SMT should be able to help with teaching resources
4.20 SMT unskilled in support and development of teachers
4.21 Teachers feel unsupported and not developed by SMT
4.22 There is a good rapport between HOD and teachers
4.23 Top SMT need workshop in human relations
4.24 Transport support for workshops is a challenge
### APPENDIX K: Code Listing, Groupings, Themes and Sub-themes for the Interview with the SMT as a Group

<table>
<thead>
<tr>
<th>Codes</th>
<th>Code groupings</th>
<th>Patterns and sub-themes by means of data reduction</th>
<th>Themes based on research questions (Thematic analysis)</th>
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<tbody>
<tr>
<td>1. An ongoing learning process</td>
<td>1. CPD as a learning process</td>
<td>1.1 CPD as a learning process</td>
<td>1. Understanding continuing professional development</td>
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<td>2. Continuous path of learning</td>
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<tr>
<td>3. Continuous process for advancing as a leader</td>
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<td>4. Encompassing both academic and professional development</td>
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<td>5. Equipping oneself by attending courses</td>
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<td>6. Keeping abreast with new developments</td>
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<td>7. Necessary for innovative teaching</td>
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<td>8. Need for professional career path</td>
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<td>9. Preparation for change</td>
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<tr>
<td>10. Professional development and gaining competence</td>
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<td>11. Requirement for informed leadership</td>
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<tr>
<td>1. Allocate time for internal workshops</td>
<td>1. Experienced challenges with teacher development</td>
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<td>2. Appreciate good work</td>
<td>1.1 Attending workshops with educators</td>
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<td>3. Attendance of subject meetings</td>
<td>1.2 Difficult to implement policy if not mandatory</td>
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<tr>
<td>4. Attending workshops with educators</td>
<td>1.3 Encourage self-development</td>
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<tr>
<td>5. Avoid repetition when developing teachers</td>
<td>1.4 Encourage workshop attendance</td>
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<td>6. Awards for good teacher performance</td>
<td>1.5 Encouraging attendance of training programmes</td>
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<tr>
<td>7. Capacity building programmes</td>
<td>1.6 Encouraging teachers to apply for development</td>
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<tr>
<td>8. Consultation for areas on development</td>
<td>1.7 Encouraging teachers to further their studies</td>
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<tr>
<td>9. Develop teachers on methodologies of teaching</td>
<td>1.8 Helping teachers to identify their career path</td>
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<tr>
<td>10. Development and support for individual teachers</td>
<td>1.9 Inability to keep abreast with the country’s developments</td>
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<tr>
<td>11. Difficult to implement policy if not mandatory</td>
<td>1.10 Inability to target individual development needs</td>
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<tr>
<td>12. Distribution of development circulars</td>
<td>1.11 Lack of ambition from teachers</td>
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<tr>
<td>13. Encourage and motivate educators</td>
<td>1.12 Lack of goal-setting for self-development</td>
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<td>14. Encourage self-development</td>
<td>2.1 Experienced challenges with teacher development and the implementation of the National Policy Framework for Teacher Education and Development</td>
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<tr>
<td>15. Encourage upgrading and skills development</td>
<td>2.1.1 Difficulties experienced in implementation of policy if it is not mandatory and the inability to target individual development needs because training in content is not relevant, time for programmes is not realistic and also, lack of government incentives demotivates teachers</td>
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<td>16. Encourage workshop attendance</td>
<td>2.1.2 Teachers experience redundancy due to their lack of ambition, goal-setting for self-development and motivation to take ownership in development, unwillingness to develop and resistance to attend subject meetings</td>
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<tr>
<td>17. Encourage workshop attendance</td>
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</table>

<p>| 3 SMT views on creating opportunities for teacher learning and development | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>18. Encouraging attendance of training programmes</td>
<td>1.13 Lack of government incentives demotivates teachers</td>
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<tr>
<td>19. Encouraging teachers to apply for development</td>
<td>1.14 Lack of motivation to take ownership in development</td>
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<td>20. Encouraging teachers to further their studies</td>
<td>1.15 Monitoring adherence to policy</td>
</tr>
<tr>
<td>21. Enrolment for degree programmes (e.g. BEd Honours)</td>
<td>1.16 Monitoring and giving support for implementation</td>
</tr>
<tr>
<td>22. Ensured attendance of CAPS programme</td>
<td>1.17 Monitoring teachers’ work</td>
</tr>
<tr>
<td>23. Getting sponsorships for teacher development</td>
<td>1.18 Motivating the willingness to learn</td>
</tr>
<tr>
<td>24. Give holistic support for educators</td>
<td>1.19 Policy implementation challenges</td>
</tr>
<tr>
<td>25. Give much support though limitations exist</td>
<td>1.20 Provision for needed information</td>
</tr>
<tr>
<td>26. Helping teachers to identify their career path</td>
<td>1.21 Redundancy due to unwillingness to develop</td>
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<tr>
<td>27. Identify specific areas to workshop teachers on</td>
<td>1.22 Resistance to attend subject meetings</td>
</tr>
<tr>
<td>28. Improve on time allocated for development</td>
<td>1.23 The shortcomings in implementation process</td>
</tr>
<tr>
<td>29. Inability to keep abreast with the country’s developments</td>
<td>1.24 Time for programmes not realistic</td>
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<tr>
<td>30. Inability to target individual development needs</td>
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<td>31. Induction and probation processes</td>
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<tr>
<td>32. Lack of ambition from teachers</td>
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<tr>
<td>33. Lack of goal-setting for self-development</td>
<td>1.25 Training in content is not relevant</td>
</tr>
<tr>
<td>34. Lack of government incentives demotivates teachers</td>
<td>2. Support and strategies for teacher development and learning</td>
</tr>
<tr>
<td>35. Lack of motivation to take ownership in development</td>
<td>2.1 Attendance of subject meetings</td>
</tr>
<tr>
<td>36. Material support and curriculum development</td>
<td>2.2 Avoid repetition when developing teachers</td>
</tr>
<tr>
<td>37. Mentoring and coaching</td>
<td>2.3 Awards for good teacher performance</td>
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<tr>
<td>38. Methodologies for teaching different learners</td>
<td>2.4 Develop teachers on methodologies of teaching</td>
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<tr>
<td>39. Money as resource for development</td>
<td>2.5 Development and support for individual teachers</td>
</tr>
<tr>
<td>40. Money incentives from government</td>
<td>2.6 Distribution of development circulars</td>
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<td>41. Monitoring adherence to policy</td>
<td>2.7 Encourage and motivate educators</td>
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<tr>
<td>42. Monitoring and giving support for implementation</td>
<td>2.8 Encourage upgrading and skills development</td>
</tr>
<tr>
<td>43. Monitoring teachers' work</td>
<td>2.9 Enrolment of degree programmes (e.g. BEd Honours)</td>
</tr>
<tr>
<td>44. Motivate and build teacher confidence</td>
<td>2.10 Ensured attendance of CAPS programme</td>
</tr>
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<td>45. Motivate teachers to complete their studies</td>
<td>2.11 Getting sponsorships for teacher development</td>
</tr>
<tr>
<td>46. Motivating the willingness to learn</td>
<td>2.2 Support and strategies for teacher development and learning</td>
</tr>
<tr>
<td>47. Need a person to be motivated</td>
<td>2.2.1 Ensured attendance of CAPS programme and subject meetings, attending workshops with educators, encouraging upgrading of skills and furthering of studies through enrolment of degree programmes (e.g. BEd Honours) and thus motivating the willingness to learn</td>
</tr>
<tr>
<td>48. New resources for teaching programme</td>
<td>2.2.2 Ensured provision and distribution of needed information like development circulars, monitoring adherence to policy, giving support for implementation and helping teachers to identify their career path</td>
</tr>
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<td></td>
<td>2.2.3 Give holistic support for educators by mentoring and coaching, building teacher confidence and promoting team work and reporting, providing teaching resources, money incentives and</td>
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<td>49. Persuade teachers to develop for own benefit</td>
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<td>50. Planned class visits for teacher development</td>
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<td>51. Policy implementation challenges</td>
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<td>52. Principal ensured HODs attend ACE programmes</td>
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<td>53. Professional development and work strategies</td>
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<td>54. Promote team work and reporting</td>
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<tr>
<td>55. Providing teaching resources</td>
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<tr>
<td>57. Provision of needed teaching resources</td>
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<td>58. Reduce SMT workload for effective teacher development</td>
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<td>59. Redundancy due to unwillingness to develop</td>
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<td>61. Responsibility to motivate teachers for self-development</td>
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<tr>
<td>62. School development programme</td>
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<td>63. Study leave for self-improvement</td>
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| 2.12 Give holistic support for educators |
| 2.13 Identify specific areas to workshop teachers on |
| 2.14 Improve on time allocated for development |
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| 2.16 Mentoring and coaching |
| 2.17 Methodologies for teaching different learners |
| 2.18 New resources for teaching programme |
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| 2.21 Planned class visits for teacher development |
| 2.22 Professional development and work strategies |
| 2.23 Promote team work and reporting |

| development support for individual teachers |
| 2.2.4 Identify specific areas to workshop teachers on, improve on time allocated for development and develop teachers on methodologies of teaching by practically teaching in real situation |
| 2.2.5 Planned class visits for teacher development, professional development and work strategies, time management strategies, study leave for self-development and getting sponsorships for teacher development |
| 2.2.6 Target specific topics according to teachers’ development needs and avoid repetition when developing teachers, hence teachers need to choose areas of development |
64. Target specific topics according to teachers’ development needs
65. Teachers need to choose areas of development
66. Teachers taking profession for security
67. Teachers to be developed in relevant areas
68. Teaching practically in real situation
69. The shortcomings in implementation process
70. Time for programmes not realistic
71. Time management strategies
72. Training in content is not relevant
73. Unwillingness to develop

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<tr>
<th>2.24</th>
<th>Providing teaching resources</th>
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<tr>
<td>2.25</td>
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</table>
To whom it may concern

This letter serves to confirm that in May 2014 I did the proofreading and the language editing for the dissertation of
SEIPATI PATRICIA RAMANGO
Student Number: 920206944
Titled: Teachers’ experiences of continuing professional development in a secondary school in Tembisa.
This document is being submitted in fulfilment of the requirements for the degree
MASTER OF EDUCATION (Education Leadership and Management)
In the Department of Education Leadership and Management
Of the Faculty of Education
At the UNIVERSITY OF JOHANNESBURG.
I have proofread and edited this dissertation from the introductory pages to the list of references but not any appendices. This editing principally involves proofreading, language, style and grammar editing; and also checking the text for clarity of meaning, sequence of thought and expression and tenses. I have also noted any inconsistencies in thought, style or logic, and any ambiguities or repetitions of words and phrases, and have corrected those errors which creep into all writing. I have written the corrections on the hard copy and have returned the document to the author, who is responsible for inserting these. Please note that this confirmation refers only to editing of work done up to the date of this letter and does not include any changes which the author or the supervisor may make later.

May 2014

Bernice McNeil